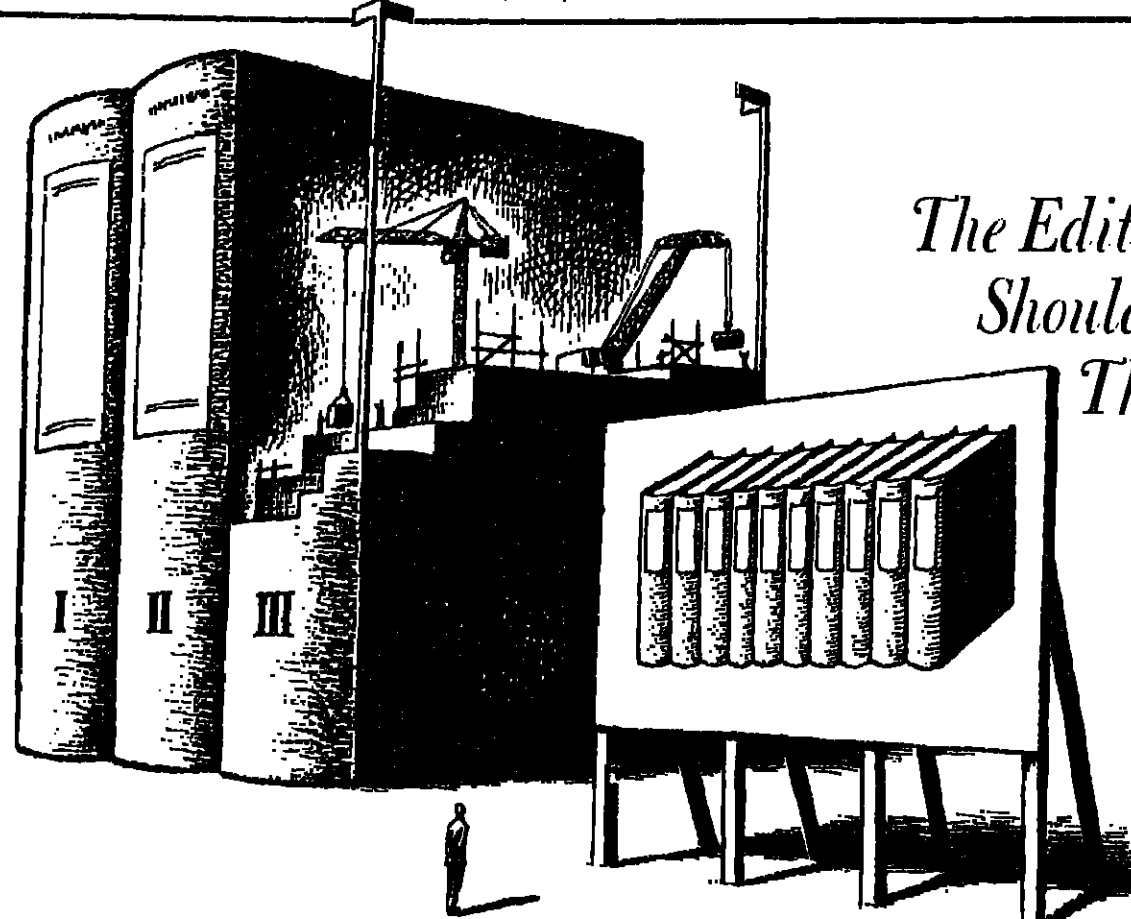


Point of View

By Ralph H. Orth



The Editors of Historical Papers Should Avoid Bloated Volumes That Take Ages to Produce

IMAGINE the joy of a young doctoral candidate in history in the late 1940's when he hears that Princeton University Press will soon begin publishing a complete, definitive edition of the papers of Thomas Jefferson. All through the years of his academic career, he anticipates, the volumes will flow at a steady rate, each giving him another illuminating installment of the primary writings of that important statesman. No doubt by the time he is a full professor the volumes will have reached Jefferson's Presidential years, his particular scholarly interest, and he will be able to take full advantage of them.

Fast forward to 1992. Our doctoral candidate, full of years and honors, is retired. On his shelves stand 24 volumes of the Jefferson edition, the last of which covers seven months in the year 1792, nine years before Jefferson became President and 34 years before his death. At the present pace, our friend's grandson, currently a young doctoral candidate in history, will have the Presidential papers of Jefferson available to him toward the end of his career—if all goes well.

Why do documentary editions sometimes take so long? Why do we read that they are in financial trouble, that universities, foundations, and the National Endowment for the Humanities are threatening to cut or eliminate financing for them? Is the trouble all a matter of tight budgets, philistine bureaucrats, and shifts in academic priorities, or do the editors of these projects sometimes do things wrong?

Part of the problem may be that people who work on documentary editions are, by the very nature of their jobs, perfectionists. They aim for total discovery of all relevant material; complete accuracy in manuscript transcription; full annotation of the names, dates, terms, places, and events mentioned in documents. They like cross-references, textual notes, appendixes, indexes. Nothing is too small or too obscure to serve as grist for their editorial mill. They are quintessential "trees" people, who have trouble focusing on the forest.

Let me, as someone who perfectly fits the above description, note three significant dangers that documentary editions do not always avoid.

■ The impulse for completeness not only compels editors to find every scrap of paper relevant to their historic figure, but also makes them reluctant to exclude anything. Thus a thank-you note to a casual correspondent becomes just as important as a letter recounting the death of a spouse. Any suggestion that certain categories of documents be excluded, or sum-

marized, or made available on microfilm or CD-ROM rather than in a bound book, seems like a betrayal of a figure who may have come to seem like a personal friend. Of course this problem may not arise if the person whose documents are being edited has the stature of Jefferson; a complete edition is desirable. Even if he or she is of the second rank, a complete edition is called for if very few documents survive. But what about the figure who is clearly not of the first importance, but for whom voluminous material exists? The editor will have to bite the bullet and do some rigorous selecting. After all, that is one of the definitions of "editor."

■ Over the years of research that a documentary edition requires, the editor amasses a great deal of

"Is the trouble all a matter of tight budgets, philistine bureaucrats, and shifts in academic priorities, or do the editors of these projects sometimes do things wrong?"

information about his subject's life, friends, trips, romances, triumphs, failures. A portion of this information may not be known to anyone else; how can it not be put into the edition? Why not put in everything? So arises the temptation to over-annotate. In its extreme form, as with the Jefferson edition or the letters of Mark Twain, what results is not an edition of documents but a quasi-biography, an almanac, an encyclopedia. The primary materials get lost in a sea of information; those materials seem to be included so that the editor's store of supplementary information can be published in footnotes. One might call this the sin of editorial pride. The end result is that the subject of the edition is never alone; he is always accompanied by his editors, as is a political candidate by his spin doctors.

The appropriate response to this particular danger is obvious, although not easy for the perfectionist editor to accept. The documents should be annotated with just enough information to be comprehensible. Cross-references should direct readers to sources where more extended information (say about public figures or historical events) is available. Truly new information should be presented in articles in scholarly journals; that is, after all, one of their functions. The fusion of all

this material can safely be left to the biographers and cultural historians whose task it is to interpret whatever researchers have unearthed.

■ Both of the previous practices lead to what is the most irritating aspect of many documentary editions, their glacial pace. Not only does an edition that takes, say, 40 years to produce cost thousands of dollars during each of those years, but also—and here we come to the heart of the matter—contemporary scholars, like our hypothetical expert on Jefferson, will never be able to use the documents in the course of their careers. They will never know what insights they might have gained from them. Everybody is the loser: the figure whose papers are being presented, about whom erroneous ideas may persist; the scholar, who is denied the possibility of new interpretations; and the public, which is, after all, the ultimate beneficiary of all these editions.

OCASIONALLY, small end runs are made successfully around these sluggish mega-editions. One recent example is the publication by the University of Georgia Press of Mark Twain's "Angelfish" correspondence, that is, his playful letters to a number of adolescent girls in the last years of his life. These letters, which are only lightly annotated, are not especially important, to be sure, but anyone who wants to read them in the fully annotated Mark Twain edition is going to have to wait until the middle of the 21st century. Is it better to have access to them now or should we wait (and many of us won't be able to) until then?

I don't want to leave the impression that documentary editions are by nature too big and too slow. Many editors do their job and then fold their tents. The editors of the Alexander Hamilton papers produced 27 volumes in 27 years and are finished. The six volumes of the letters and journals of James Fenimore Cooper took only nine years to appear, and five volumes (of a projected six) of the letters of Margaret Fuller appeared in six years. The Ralph Waldo Emerson Journals, of which I was chief editor for the last three volumes, produced 16 volumes in 23 years. Remarkably, editors of the Woodrow Wilson edition produce more than two volumes a year; in 26 years they have produced 64 volumes, and the end is in sight. Some of these editions are selective; all of them are only moderately annotated; and all are available on library shelves now to anyone who wants to consult them.

Documentary editions are vital if we are to learn about our shared past, and consequently they deserve administrative and financial support, from both public and private sources. But, in return, editors must operate in the real world. They need to remember that time and money are not infinite, and they must resist the temptation to produce "imperial" editions: bloated volumes whose publication is stretched out over decades or even generations. That's a sentiment that the eminently sensible and democratic Jefferson would surely have appreciated.

Ralph H. Orth is professor of English at the University of Vermont.

Quote, Unquote

News Summary: Page A3

"They are the *crème de la crème*."
A professor at MIT, on Russian
physicists in U.S.: A1

"Good teachers can retain their
intellectual vitality without
publishing (or at least without
publishing much)."
An administrator, on why teaching
and research are incompatible: A40

"There's an increasing trend to
think more broadly and expansively
about what Africa means—Africa
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a place on the map."
A director of African studies, on
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"He could debate the nature of the
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professors at my university
but managed to show only enough
interest in high-school history
to get a B."
A professor, on how the system failed
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"There's, like, peer pressure to get
a mountain bike."
A student at St. Lawrence U.: A13

"If you're old enough, maybe you
can rely on wills and bequests.
If you're not, you have to hustle."
The president of Claremont
McKenna College, on managing
in a recession: A26

"Many had written the epitaph for
the campus. Now they call us
'The Miracle on Monroe Street.'"
The head of Livingstone College: A28

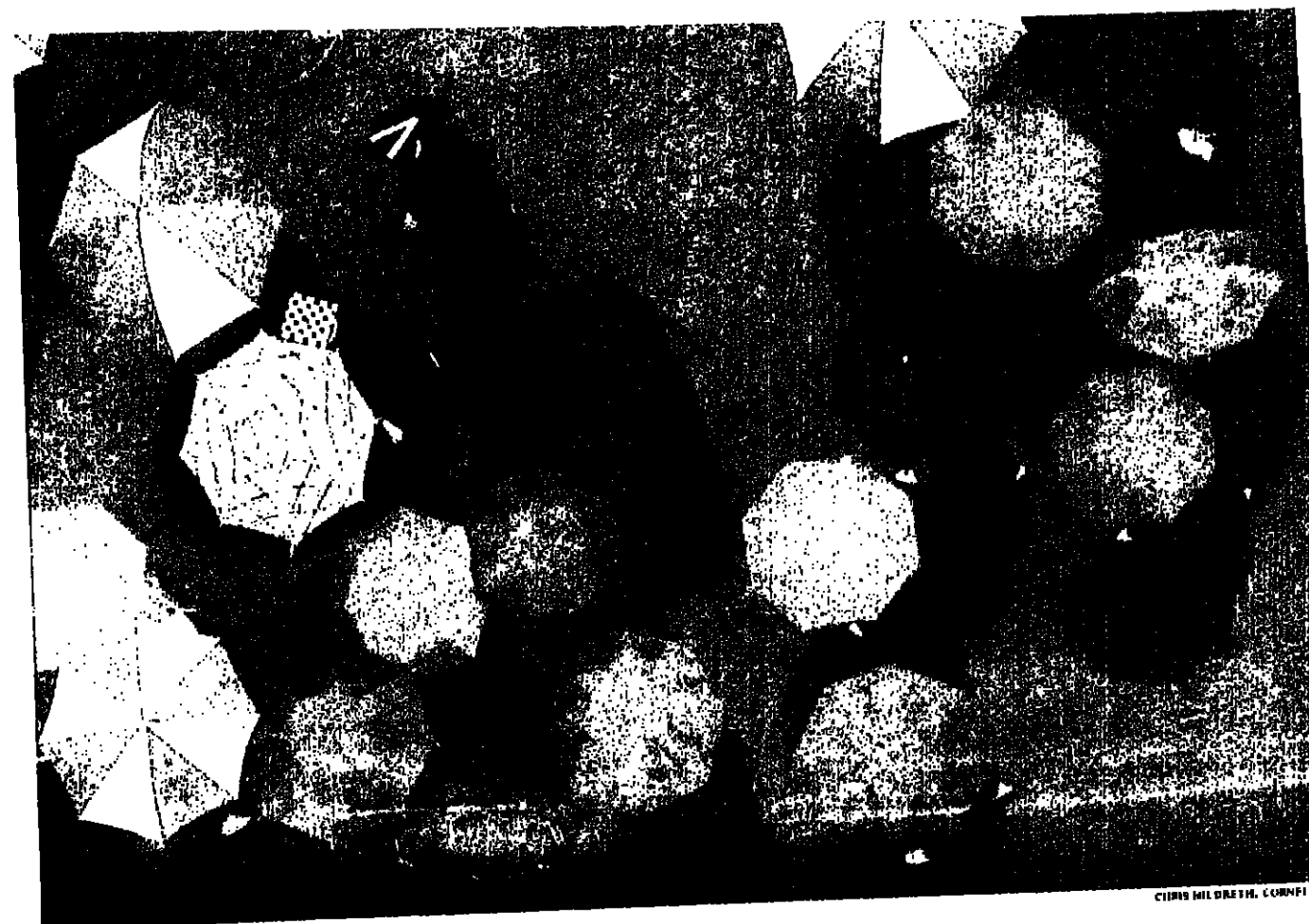
"There has always been the risk of
catching something from
patients, like hepatitis. But
it's HIV that everybody's
talking about. It's HIV that makes
everyone so serious about
all these exercises."
A third-year medical student: A30

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A Rainy Commencement at Cornell University

U.S. Universities Lure Many Renowned Physicists and Mathematicians From Former Soviet Union

But the rush to exploit a previously untapped source of talent has not been without problems

By KIM A. McDONALD

MINNEAPOLIS
Marvin L. Marshak had a problem—an enviable one, perhaps, for a university administrator. As head of the School of Physics and Astronomy at the University of Minnesota here, he was given a \$2-million endowment, with which he planned to create a theoretical-physics institute.

But when he tried for two years to hire the institute's first "superstar"—a top-notch theorist who could attract other leading researchers to the faculty—all of his American prospects turned him down. Minnesota was either too isolated, too cold, or simply not prestigious enough for them.

So Mr. Marshak and the institute's director, Larry McLarren, turned to the former Soviet Union.

Rare Opportunity

It proved to be a smart move. The relaxation of restrictions on emigration from Russia, the country's crumbling economy, and the lack of financial support for scientists there provided a rare opportunity to recruit leading Russian researchers.

Within a year, Mr. Marshak and Mr. McLarren were able to fill five of the six permanent positions at the institute with noteworthy Russian theorists—scientists who have catapulted Minnesota, with un-

usual speed, into an internationally recognized center for theoretical physics.

Other American universities have moved with equal vigor to take advantage of similar opportunities. Michigan State, Pennsylvania State, Princeton, Rutgers, and Yale Universities, and the Massachusetts Institute of Technology, just to name a few, have all lured renowned Russian scientists and mathematicians to their faculties.

Most of the hotly recruited scholars are in theoretical physics and fundamental mathematics, disciplines in which the former Soviet Union has long been a world leader and which are now being greatly enhanced at U.S. universities.

"They are the *crème de la crème*," says Robert L. Jaffe, a professor of physics at MIT, of the Russian scientists.

Indeed, some U.S. academics think the current wave of Russian émigrés could transform American universities in much the same way as did the flood of first-rate German scientists who fled U.S. physics departments during World War II.

"It is certainly a wave," says Robert L. Wilson, chairman of the mathematics department at Rutgers, which has five Russian mathematicians on its faculty this year. "The numbers are substantial."

Mathematics departments at universities around the country, Mr. Wilson says, "have picked up a number of the world's greatest mathematicians, people who you don't expect would be movable. Suddenly a lot of these people are available."

For physics departments, says Minnesota's Mr. Marshak, the Russian emigration

Continued on Page A33

Some Colleges Thrive Despite the Recession

Officials at four private institutions that have not fallen victim to hard times cite a common reason: conservative management. "We did not build a powerful, complicated, administrative superstructure, so we don't have to undo it," says the president of Connecticut College, Claire L. Gaudiani (left).

STORIES ON PAGES A26-28

TOO MUCH FREUD?



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This Week in The Chronicle

June 3, 1992

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UNDERSTANDING A GLOBAL 'DIASPORA'

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Three Long Island research institutes join forces: A4

More damaging information on Paul de Man: A7

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Honor society rejects Brigham Young's membership bid: A4

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Former financial-aid officer indicted for bogus loans: A5

\$350-pipe organ plays more sweetly than ever: A5

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The overall mission of the university might ultimately be better served by the open and conspicuous separation of the two. Point of View: A40

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Scholars are examining "diaspora" communities—those formed by new patterns of migration, settlement, and cultural identity. Above, anti-Castro protesters march in New York City: A7

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Engineers compete to build best all-terrain vehicle: A4

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Some academics say the émigrés could transform universities in much the same way as did the German scholars who came to America in the 1940's: A1

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Calendar

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Calendar of coming events and deadlines: A36

MARGINALIA

Item in the faculty-development newsletter at Western Illinois University:

"Uri Treisman, Director of the Charles A. Duna Center at the University of California-Berkeley and a Professor at the University of Texas at Austin, when at WIU for a workshop with administrators, faculty, and staff concerned about strengthening students' performance in mathematics and math related programs, identified clarity in defining one's clientele as a critical factor in successful program implementation."

Doesn't clarity begin at home?

Notice in *This Week at GC*, a newsletter at Georgia College:

"Temporary faculty who need to borrow a camp and gown . . . and faculty who need to purchase regalia should come by the Bookstore today."

We'll just need a tent, thanks.

Notice from the Institute of International Education:

"In addition to the photographs required with the PAF application, four passport size photographs are required for the placement process in German institutions. Therefore, we ask that you mail these photos to us immediately."

"To avoid errors, please write your name and country on the back of each photo."

"Thank you."

You're welcome.

President's message in *Straphes*, a newsletter of the National Federation of State Poetry Societies:

"I hope that each of you can attend the NFSPS convention in Birmingham, Alabama. The excitement of being in a room full of poets is an exhilarating experience."

We'll have to take your word for it.

Communication from the national office of Sigma Alpha Epsilon:

SIGMA ALPHA EPSILON GETS SERIOUS ABOUT ACADEMICS!

"The purpose of attending college is to get an education and Sigma Alpha Epsilon is getting serious about scholarship."

"Noble Leslie DeVotie was the top scholar at the University of Alabama and Valedictorian of his graduating class at the time he founded SAE. Each of the founders were scholars in classical Greek, French, Latin, philosophy, chemistry and other subjects. They would write to point out academic subjects and then discuss them during meetings."

"We have already received many questions from you concerning how this new GPA requirement will affect the fraternity."

Not much, evidently. —C.G.

In Brief

Honor society rejects membership bid

SALT LAKE CITY—Citing questions about academic freedom, Phi Beta Kappa has again rejected Brigham Young University's application to become a member of the national liberal-arts honor society.

It was the institution's third unsuccessful membership bid.

Explaining their decision, officials of Phi Beta Kappa cited a part of the university's mission statement:

"Any education is inadequate if it does not emphasize that His [Jesus Christ's] is the only name given under heaven whereby mankind can be saved."

Says Douglas W. Foad secretary of Phi Beta Kappa: "That's a limitation on academic freedom. What Phi Beta Kappa is about is the quest of excellence and open-ended inquiry." A spokesman for BYU said its Christian perspective does not limit student learning.

University pays professor \$1-million to settle suit

TAMPA, FLA.—The University of South Florida has agreed to pay a faculty member nearly \$1-million to settle a two-year-old lawsuit the professor filed after he had twice been fired as head of the orthopedics department.

In return, the professor, Phillip G. Spiegel, agreed to leave the university this month.

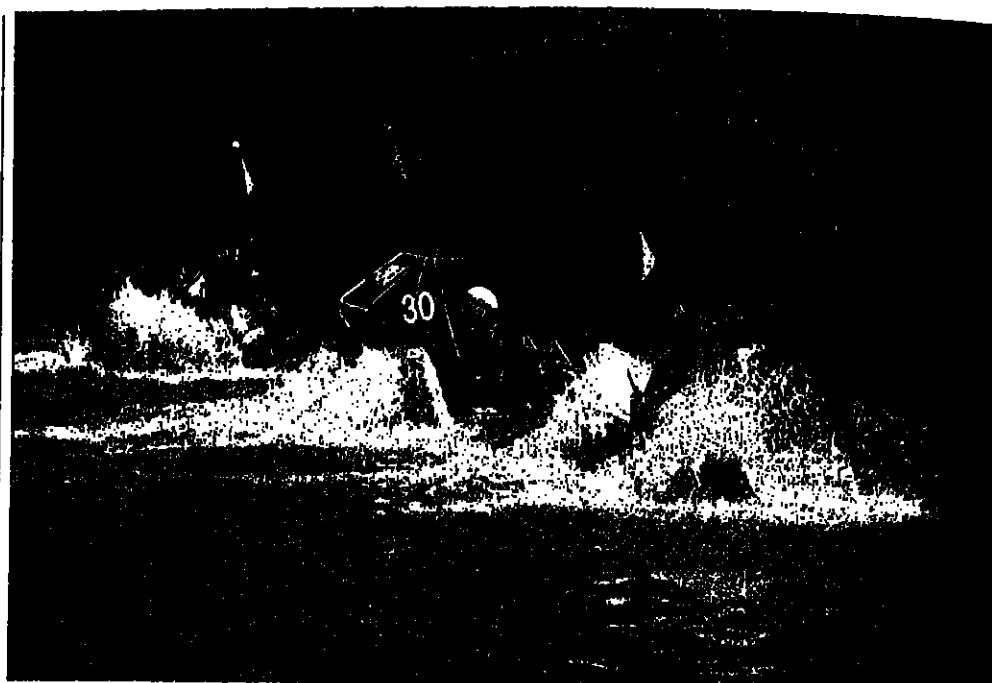
In the suit, Dr. Spiegel claimed that his firings had been due to his opposition to a medical-school growth plan and had violated his rights of free speech and due process. The university denied the claims.

Thirteen orthopedics professors quit after Dr. Spiegel was first fired in 1988, gutting the program, which has become part of the surgery department.

Professor pedals miles for his department

TUSCALOOSA, ALA.—A professor of political science at the University of Alabama bicycled 100 miles to raise money for his financially strapped department.

The professor, Harvey F. Kline (*in helmet*), and Grant P. Knight, a recent graduate, took more than six hours to complete the ride and raised \$800. About 50 students, administrators, and business leaders pledged money to help the department recover from mandatory state budget cuts.



Student vehicles compete on land and in water

COOKEVILLE, TENN.—Teams of mechanical-engineering students from 32 universities competed last month to design and build the best all-terrain vehicle.

A team from the University of

Florida won the 1992 Mini-Baja East Competition, which was held at Tennessee Technological University.

The amphibious vehicles were subjected to three days of tests,

including a two-hour endurance race (*above*). The competition was sponsored by the Society of Automotive Engineers and by Briggs & Stratton, a producer of small gas engines.

Students end takeover of Bennington office

BENNINGTON, VT.—A group of Bennington College students last week ended a seven-day takeover of the president's office during which they protested the institution's plans to cut faculty positions.

Approximately 80 students had taken over the administration offices (*right*), complaining that mismanagement had led to the \$1.5-million deficit that is forcing the college to reduce the size of its 85-member faculty by the equivalent of eight full-time positions. The college will lay off professors to make the reductions.

Most of the students left the offices after a day, but about 15 stayed in the president's office for a week. The president, Elizabeth Coleman, and members of her



staff moved temporarily to other offices. A college spokeswoman said the protest had not changed the institution's plans to make the faculty cuts, which she said were

"painful but necessary." After the cuts, which are planned for academic 1993-94, the student-faculty ratio will change from six to one to eight to one.

Researchers join to establish Institute

SETAUKET, N.Y.—Three of Long Island's major research institutions have joined forces in an effort to accelerate the flow of technology to industry and to contribute to Long Island's economic development.

Cold Spring Harbor Laboratory, the State University of New York at Stony Brook, and Associated Universities—the managing corporation of Brookhaven National Laboratory—have come together to create the Long Island

Research Institute, which will be located here. The non-profit corporation will focus on the commercial potential of new technologies that are developed in the institutions' laboratories.

Correction

A story about a survey of the number of doctoral recipients in 1991 (*The Chronicle*, May 13) incorrectly reported that all minority-group members had made gains from the previous year. The number of Hispanics earning Ph.D.'s declined from 718 in 1990 to 708 last year.

Art college dismisses outspoken professors

SAVANNAH, GA.—The Savannah College of Art and Design has dismissed the chairman of its new faculty senate along with at least eight other faculty members who were critical of the college administration.

"If you speak up you'll lose your job. There will be repercussions," said David Stout, a professor of video at the 13-year-old private college, who was notified 10 days before the semester ended that he would not be rehired for next year. He is one of a group of professors who established a faculty senate and urged the administration to guarantee more job security for faculty members.

The 2,200-student college was founded and is run by President Richard G. Rowan and his wife, Paula Rowan, who serves as provost. Three other extended-family members are senior administrators. The college's 110 full-time faculty members are hired on one-year contracts and can be dismissed without explanation. The college has no tenure system.

Pamela Afifi, director of communications, said professors are offered contracts based on their student and faculty reviews, as well as classroom observations. "I wouldn't say they've been fired," said Ms. Afifi. "They've finished out their contracts."

The American Association of University Professors has begun reviewing academic freedom and hiring practices at the college.

Former aid officer faces charges on bogus loans

JACKSONVILLE, FLA.—A former financial-aid officer at Edward Waters College and five others have been indicted on charges that they falsified information to obtain \$50,000 in student loans.

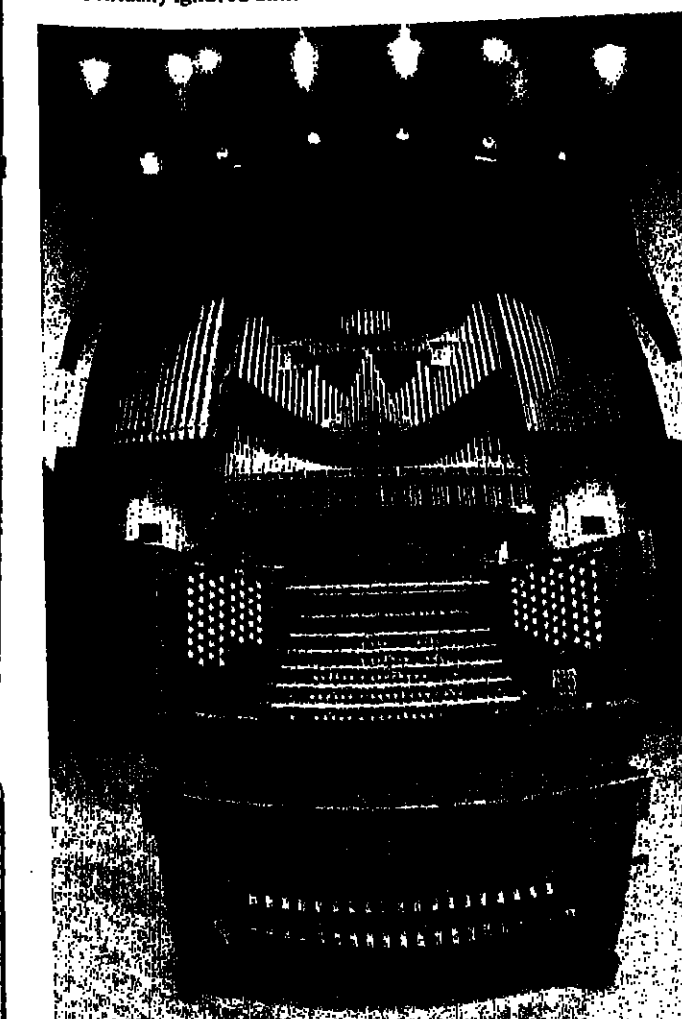
Annette Wheeler, the former aid officer, was indicted last month for approving the phony loans in the fall of 1990. She allegedly approved loans for her sister, her former husband, and three of her friends, all of whom had posed as students to get the money. Ms. Wheeler was fired in 1991 after the college became suspicious.

University organ fully renovated after 30 years

JACKSONVILLE, FLA.—After nearly 30 years of repairs, the University of Florida's 5,356-pipe organ is playing music sweeter than ever.

In 1925, the campus bought the organ—believed to be one of the largest in the South—for \$50,000. Years later, it fell into disrepair and was virtually ignored until the

1960's. Since then, the organ has undergone three renovations, at a cost of more than \$300,000. Campus officials said they wanted the repairs to be made gradually, partly because they didn't have the money to pay for the project all at once. The organ is now located in the university's auditorium.



PORTRAIT

The History, Routine, and Terror of a Prison System



Burk Foster, right, says the two convicts who worked with him—Ron Wikberg, left, and Wilbert Rideau—are "highly knowledgeable in their fields and both excellent journalists."

By KATHERINE S. MANGAN When Burk Foster, a police officer turned criminal-justice professor, decided to compile a textbook on the Louisiana corrections system, he joined forces with some unlikely co-editors—two men serving life sentences for murder.

The result is a book that offers students at the University of Southwestern Louisiana a first-hand, often chilling account of life in a state penitentiary. Mr. Foster's co-editors were writing from experience; between them, they had spent 54 years behind bars.

Separated by 150 miles and seven locked gates, Mr. Burk and the two prisoners had to overcome many logistical hurdles to create a book they hope will improve students' understanding of prisons and the people detained there.

"If the people on the outside are ever going to understand the people who are inside, there has to be a dialogue," says Ron Wikberg, one of the prisoners who edited the textbook and who last month won parole from the Louisiana Board of Parole.

Mr. Wikberg and Wilbert Rideau were given life sentences at the Louisiana State Penitentiary at Angola. There they became co-editors of *The Angolite*, an uncensored inmate-run magazine that has won awards for its hard-hitting reports on prison life and prison reform.

The Cop and 2 Crooks

The textbook, *The Wall Is Strong: Corrections in Louisiana*, published by the university's Center for Louisiana Studies, is a compilation of articles on the Louisiana prison system. The three men wrote about two-thirds of the articles in the book; the rest were excerpted from newspapers and other publications. The three conferred mostly by mail, speaking on the telephone in the final weeks of the project. The prisoners jokingly re-

ferred to the book's unlikely editorial team as "the cop and two crooks." Mr. Foster spent five years as a police officer in Oklahoma before becoming a criminal-justice instructor at Western Oklahoma State College, and later a professor at the University of Southwestern Louisiana. He says he asked the convicts to work with him on the text because they are "highly knowledgeable in their fields and both excellent journalists."

Permitted to Travel

"Both of them, even though they had been in prison for many years, had positive outlooks and were interested in using their work to reach people and inform them about conditions in prison," Mr. Foster says.

Speaking to Mr. Wikberg and Mr. Rideau today, it is hard to reconcile the pleasant, articulate voices on the telephone with the violent crimes that sent them to prison. Mr. Rideau was 19 when he shot three people, killing one, during a bank robbery. Now 50, he spent 11 years on death row before his sentence was commuted to life in prison. Mr. Wikberg, now 48, was 22 when he fatally shot a storekeeper during a botched armed-robbery attempt. Mr. Wikberg expects to be released within the next few weeks and hopes to work eventually as a paralegal in Lafayette, La.

Both say that writing has given them a purpose, as well as an escape from the mind-numbing routine of prison life. In addition to editing *The Angolite*, Mr. Rideau and Mr. Wikberg have been permitted to travel with a guard to speak to campus and civic groups.

"I've found them just as pleasant and as serious in their intentions as anyone you would work with on the outside world," Mr. Foster says.

"They continually challenge the

stereotypes that people have about prisons as well as the people living in them, by showing that there is good in those people as well as the bad that put them there in the first place."

As they discuss their textbook, the three men sound almost like colleagues from different universities. The Louisiana prison has an extensive library that allowed Mr. Wikberg and Mr. Rideau to keep up with the latest scholarly writings on corrections issues.

'A Mutual Admiration Society'

"I think what we had was a mutual admiration society," Mr. Wikberg says. "Professor Foster has written some very progressive papers concerning criminal justice, and I like to think we have written some pretty progressive material ourselves, and at one point our materials crossed each other's desks."

The first part of the textbook traces the history of the state's corrections system, focusing on the prison at Angola. The second part focuses on the routine of convict life in a state penitentiary, covering such topics as sexual assault, AIDS, growing old in prison, and prison jobs. The last section addresses alternatives to incarceration, including work-release programs and halfway houses.

The anger and hopelessness experienced by long-time prisoners is revealed in raw accounts of prison life, including graphic portrayals of sexual violence.

In one article Mr. Rideau, who currently is ineligible for parole, says he has no intention of backing off.

"There's something morally wrong with asking someone who's done a sin against society to sit back and not do anything to atone for their crimes," he says. "We do it largely for ourselves because we have to live with ourselves. It's a redemptive effort on our part."

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More damaging information has come to light about Paul de Man, the Yale University scholar who, before his death in 1983, was a leading proponent of deconstructionist literary theory. It was revealed in 1987 that, during World War II, de Man wrote some 200 articles for Nazi-controlled newspapers in his native Belgium. Many critics considered the news to be evidence-by-extension of the moral bankruptcy of deconstruction.

Now, in an article in the May 24 *New York Times Book Review*, David Lehman, the author of *Signs of the Times: Deconstruction and the Fall of Paul de Man*, published last year, has provided further ammunition for those critics, gleaned from correspondence among de Man's friends and colleagues concerning his tenure on the faculty at Bard College, from 1949 to 1951.

During that time, according to the letters, de Man married a student while he was still married to his first wife; effectively abandoned his first wife and their three sons by failing to make support payments; reneged on several months' rent on a house he was living in while at Bard; and stole books and other items from the house when he left it.

Werner Hamacher, one of the editors of a 1989 collection of scholars' responses to de Man's wartime journalism, said de Man's second marriage and divorce were known to scholars, but other allegations would probably be new to most. Mr. Hamacher, professor of German and the humanities at the Johns Hopkins University, added that he did not consider the new charges a further critique of deconstruction. The influence of that and related theories extends well beyond de Man, he said, and is so diffuse that no serious scholar can claim to have escaped it.

"It would be an act of dishonesty to make such a claim," he said.

Scientists at the University of Mississippi, after 20 years' work, believe they have developed a "vaccine" for poison ivy.

The researchers have developed a molecular variation of urushiol, the oil in poison ivy, oak, and sumac. When the new version of the oil, developed at the university's Research Institute of Pharmaceutical Sciences, is injected into guinea pigs, their skin shows fewer symptoms of poison-ivy exposure than does that of animals not injected with the oil.

Just as vaccines prepare the immune system for future invasions of infectious microorganisms, the new oil prepares the body for future encounters with the more obnoxious chemical contained in some plants, the researchers say.

The University of Mississippi has patented the drug in the United States, Canada, and Japan. The university has licensed further testing and marketing of the drug to Stiefel Laboratories, a company based in Coral Gables, Fla., which will test the drug in humans.

Scholarship



Immigrant communities often retain close ties to their homelands. Above, Haitian dancers in Oakland, Cal., support Katherine Dunham's fast to protest the treatment of Haitian refugees.

Worldwide 'Diaspora' of Peoples Poses New Challenges for Scholars

Researchers seek to explain dramatic new patterns of migration and cultural identity

By SCOTT HELLER

People are on the move all over the world, and scholars are catching up with dramatic new patterns of migration, settlement, and cultural identity.

At worst, the shifts result in ethnic tensions or outright warfare. In other places, they lead to blended cultures, though not always to assimilation.

National boundaries and the very idea of who makes up a nation are being challenged, according to scholars who study phenomena such as these:

■ The ousted president of Haiti appeals to immigrants in New York City to pressure the American government to condemn his overthrow. Some 60,000 rally in his behalf.

■ Iranian exiles in Los Angeles produce more than 15 hours of Persian-language television programming a week. Two 24-hour radio channels cater to an Iranian community thought to be as large as 800,000.

■ Peru elects the son of Japanese immigrants, Alberto Fujimori, as its president, giving a public face to the Asian community in Central and South America.

■ A surge of North African immigrants to France touches off debate about the nature of French society and galvanizes the

right-wing National Front political party against them.

Scholars have begun to consider how "diaspora" communities reshape nations. Diaspora is the word first applied to the experiences of Jews, and later to Armenians, who were forcibly exiled from their homelands. Recently, scholars have expanded the definition to include groups who, sometimes by choice, have moved from one part of the world to another, even if they don't intend to move back.

"More people are in some sense where they do not belong than ever before," says Arjun Appadurai, professor of anthropology at the University of Pennsylvania. "But even those who have not moved are in some sense in greater contact with those who have."

A Two-Way Movement

Big-city life in the United States, with its ethnic restaurants and festivals, has long been marked by the cultural contributions of immigrant groups. A Saturday night's entertainment might include tickets to a Spanish guitar concert, pasta at an Italian restaurant, and dancing to Caribbean music at a nightclub.

But the changes now reach into the heartland, defining—sometimes uncon-

forably—a new America, one that is not necessarily a melting pot, but that hasn't yet come to terms with its new identity. Salsa outsells ketchup in American supermarkets. McDonald's introduces fajitas. A dancing crab sings reggae ditties in the Disney cartoon *The Little Mermaid*.

The movement is not one-way. Overbeats, American popular culture dominates the cinema and television screens. And the influence isn't merely a matter of style or entertainment. Democracy movements in China and Eastern Europe have been affected by images from American television.

Non-European and non-white immigrant groups are changing the face of the United States and Europe. They won't or can't easily assimilate. They are committed instead to retaining their cultures and, often, close ties to home—what one scholar describes as "bi-national citizenship."

Global Ethnoscapes

They have also grown more vocal about exercising, from afar, political influence in their homelands, whether those be Haiti, South Africa, or Cuba.

The shifts pose a challenge for Mr. Appadurai and other anthropologists, who are

Continued on Following Page

Scholars Seek to Explain Global Movement of Peoples

Continued From Preceding Page
used to studying specific places or communities. No longer can an anthropologist study a Mexican village in itself if its members shuttle back and forth to northern California, for example. They also study the cultural forms—including television and music—that travel and are crucial to maintaining community solidarity.

In an influential essay, Mr. Appadurai says scholars need to study "the landscape of persons who make up the shifting world in which we live: Tourists, immigrants, refugees, exiles, guest workers, and other moving groups and persons constitute an essential feature of

the world and appear to affect the politics of and between nations to a hitherto unprecedented degree."

His term of choice: "global ethnoscapes." Other scholars are developing theories of "transnational identity."

Crossing Borders

Mr. Appadurai and Carol A. Breckenridge, who teaches in the history department at Penn, edit and publish *Public Culture*, a journal that explores the flow of culture across national borders.

The spring 1992 issue includes an article on scatological humor in postcolonial Africa and several pieces on the imagery of the Per-

sian Gulf war, including Algerian cartoons and the CNN television coverage.

Diaspora—subtitled "a journal of transnational studies"—made its appearance last year and was voted best new journal by the Council of Editors of Learned Journals. Published by Oxford University Press, the journal is edited by Khachig Tölölyan, co-chairman of the English department at Wesleyan University.

Scholarly interest is high, Mr. Tölölyan says, because "managing heterogeneity is on everyone's agenda."

Current debates about the literary canon, for example, are part of

an effort to redefine what is "American" culture, and how the contributions of non-Western immigrants fit. Some scholars are

"Tourists, immigrants, refugees, exiles, guest workers, and other moving groups . . . constitute an essential feature of the world."

worried about the fallout—what Arthur M. Schlesinger, Jr., calls "the disuniting of America" in his recent book by that name.

Elsewhere the stakes are high-

er. "From Bosnia to Azerbaijan, wars are being waged to purify nation-states," Mr. Tölölyan says.

Mr. Tölölyan describes himself as an "activist Armenian intellectual in diaspora." He grew up in Syria, Egypt, and Lebanon and now teaches and studies in the United States. He writes for Armenian-language newspapers based in Paris, but has never been to Armenia.

Mr. Appadurai's path is similar. He was born and raised in Bombay, did undergraduate work in Boston, and is now co-director of Penn's Center for Transnational Cultural Studies, along with Ms. Breckenridge, his wife. (His moves aren't over; this fall he will take over as director of the University of Chicago's Institute for the Humanities.)

Influenced by American books and film, he jokes that he arrived in this country with an "imagined America" already in his head. "When I came here I used to say, 'This is America as I remember it,'" he says.

Intellectuals and writers in diaspora have had a relatively high profile. But much of the new scholarly work seeks to reclaim the lives and experiences of peoples hidden from history and popular view.

Overseas Chinese

The legal, political, and economic status of the 30 million Chinese people who live outside China and Taiwan will be discussed in an international conference this November, under the auspices of the University of California at Berkeley.

Chinese in diaspora live in 130 countries on six continents, according to L. Ling-chi Wang, chairman of ethnic studies at Berkeley. "The vast majority of the Chinese in diaspora have long abandoned their pre-World War II sojourner mentality," Mr. Wang says.

"They have successfully planted roots as a racial minority."

In the United States they have created books and films that explore their hybrid identities—works increasingly popular in multicultural university syllabi. "People like Amy Tan and Maxine Hong Kingston have used their Chinese roots to create literature that is uniquely American yet also Chinese," Mr. Wang says.

Evelyn Hu-DeHart, professor of history at the University of Colorado at Boulder, studies Asians in Central and South America. Between 1847 and 1874 as many as 225,000 Chinese coolies were sent to Cuba and Peru. In Cuba, they worked alongside African slaves as plantation laborers.

Japanese immigrants settled mainly in Brazil and Peru, becoming independent farmers relatively quickly. Today, nearly a million people of Japanese descent live in Brazil, making it the largest Japanese community outside Japan.

Different Patterns

Late 20th-century migration patterns are markedly different from earlier waves, says Mr. Tölölyan, and therefore require concepts like "transnationalism" to be understood.

The emergence of a global capi-

Scholarship

tal economy means the dispersion of jobs and wealth. "You've got a footloose, country-free capitalism, and a population responding to that," says Constance R. Sutton, a professor of anthropology at New York University.

New communications technologies make the world smaller and allow people—and their cultures—to circulate back and forth, whether by airplane or facsimile machine or cassette.

Flow and Flux

As a result, the new scholarship stresses diversity, hybridity, flow, and flux. "Here" and "there" are no longer opposites.

Take the cases of Haiti and Iran. Haitian immigrants in the United States stay close to home, accord-

"You cannot run a complex society . . . without some degree of homogeneity. But we don't all need to be Nebraskans to make America work."

ing to Nina Glick Schiller, assistant professor of anthropology at the University of New Hampshire. They often send money back, and sometimes their children are raised in Haiti.

More unusual is the fact that the nation of Haiti itself has been identified as going beyond the boundaries of the island. At his inauguration in 1991, President Jean-Bertrand Aristide announced that Haitians living in diaspora were the "No department," and remained part of the Haitian nation-state. "No matter what the legal citizenship of people, the Haitian government was there to represent them," Ms. Schiller says. When President Aristide was overthrown, this 10th department became a major source of continuing protest in his behalf.

Transnational Identity

Ms. Schiller and two colleagues—Linda Basch of Muncat College and Cristina Szanton of

Columbia University—have two books forthcoming in which they lay out a theory of transnational identity and discuss the experiences of Filipinos, Grenadians, and Haitians in New York City.

On the West Coast sits another American city, dubbed "Iran-geles" by the editors of a forthcoming book. Several hundred thousand Iranians have relocated to Los Angeles since the Islamic revolution of 1978. Though dispersed throughout the city, they maintain community ties through television and radio programs produced there, not imported from overseas.

Early on, the programs were bitterly critical of the Islamic government and in favor of a return to the monarchy, according to Hamid Naficy, who studies the popular culture of Iranian exiles. "But as they began unpacking their suitcases and they settled roots here, gradually the most highly partisan programs disappeared," says Mr. Naficy, a visiting assistant professor of film and television at the University of California at Los Angeles.

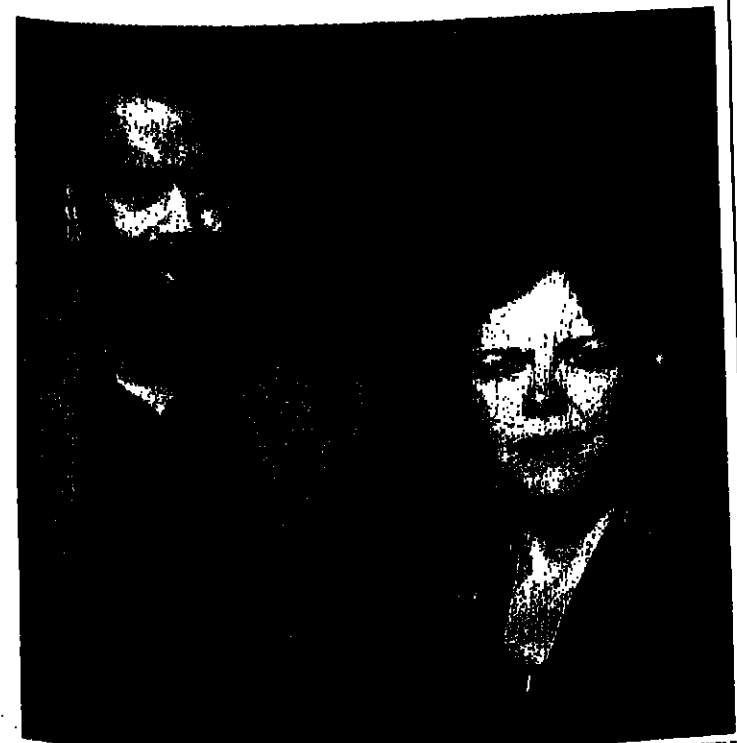
Instead, the programs include as many as 45 minutes of commercials an hour. Consumerism relieves the loneliness and losses of exile, says Mr. Naficy. "The answer is call this lawyer, call this beauty shop, use these chandeliers, call this body-building shop," he says.

Questions of Loyalty

How Western nations adjust to the presence of people who identify elsewhere is still up in the air. Questions of divided loyalty and hostility toward immigrant groups—whether Haitians in Florida or Koreans in Los Angeles—are facts of American life at the moment.

"Especially at moments of crisis, this scapegoating of racially distinguished groups will be very high," Mr. Tölölyan predicts. "It's a blunt challenge we must pose: accepting that we are irretrievably heterogeneous."

"You cannot run a complex society like this one without some degree of homogeneity," Mr. Tölölyan adds. "But we don't all need to be Nebraskans to make America work."



Arjun Appadurai, with Carol Breckenridge: "More people are in some sense where they do not belong than ever before."

Recent Books on Transnationalism and Diaspora Communities

Following are recent and forthcoming books that deal with transnationalism and diaspora communities:

The African Diaspora in India: Retribalization and Persistent Impoverishment, by Ruth Simms Hamilton and Vandana Kohli (Westview Press, forthcoming)

Binding Cultures: Black Women Writers in Africa and the Diaspora, by Gay Wilentz (Indiana University Press, 1992)

Caribbean Life in New York City: Sociocultural Dimensions, edited by Constance R. Sutton and Elsa M. Chaney (The Center for Migration Studies of New York Inc., 1987, reprinted 1992)

Exile Discourses and the Iranian Popular Culture and Television in America, by Hamid Naficy (University of Minnesota Press, forthcoming)

The Frontier of Loyalty: Political Exiles in the Age of the Nation-State, by Yossi Shain (Wesleyan University Press, 1989)

Governments in Exile in Contemporary World Politics, edited by Yossi Shain (Routledge, 1991)

Iranians: Iranians in Los Angeles, edited by Jonathan Friedlander and Ron Kelley (University of California Press, forthcoming)

Moorings and Metaphors: Figures of Culture and Gender in Black Women's Literature, by Karla F. C. Holloway (Rutgers University Press, 1992)

Recapturing Anthropology: Working in the Present, edited by Richard G. Fox (School of American Research Press, 1991)

Towards a Transnational Perspective on Migration: Race, Class, Ethnicity, and Nationalism Reconsidered, edited by Nina Glick Schiller, Linda Basch, and Cristina Szanton (New York Academy of Sciences, forthcoming)

The Transnationalization of Migration: New Perspectives on Ethnicity, Race, and Nationalism, edited by Linda Basch, Nina Glick Schiller, and Cristina Szanton (Gordon and Breach Publishers, forthcoming)

PRIZES

1992 AWARDS FOR Research and Studies of the Repercussions of the Iraqi Invasion of Kuwait

Kuwait Foundation for the Advancement of Sciences has institutionalized a Prize for Research and Studies of the repercussions of the Iraqi invasion of Kuwait, to recognize distinguished accomplishments in the Arts, Humanities, and Sciences. The Foundation in establishing this prize is fulfilling its objectives in encouraging scientists and researchers to participate in studies of the effects and repercussions of the Iraqi invasion of Kuwait and its aftermath.

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African Diaspora Studies: Reconceptualizing Experiences of Blacks Worldwide

African diaspora studies is the increasingly popular scholarly approach to understanding the experiences of blacks worldwide.

Scholars study black culture as it moves from Africa to Europe, to the United States, and to the Caribbean, as well as to countries with a smaller presence.

Researchers are responding to a phenomenon that goes back to the early 20th century, and flourishes again today—blacks' identifying themselves as hyphenated citizens: African-American, Afro-Caribbean, Black British.

They are also challenging an earlier, area-studies methodology that minimizes the exchange of cultures across national boundaries.

"There's an increasing trend to think more broadly and expansively about what Africa means—Africa as a state of mind more than a place on the map," says M. Priscilla Stone, program director in African studies for the Social Science Research Council. The council is co-sponsor of a meeting on the social sciences and the "re-invention of Africa," being held at the University of Michigan this week.

"For a younger generation, African studies is linked to a State Department-sanctioned approach," says Manthia Diawara, professor of English at the University of Pennsylvania. "People still look at Africa as a problem. They don't look at Africa as a people living in a culture in a system of uneven economic development."

A Mix of Experiences

Like other influential scholars—V. Y. Mudimbe of Duke University and K. Anthony Appiah of Harvard University, for example—Mr. Diawara was born in Africa, was educated in Europe, and teaches in the United States. He brings to his scholarship the mix of his experiences. In a recent article in the journal *Callaloo* he describes how the game of cricket as played in the West Indies redefines notions of "Englishness" and "blackness."

He and others draw on the writings of cultural theorists like Stuart Hall, Paul Gilroy, and C. L. R. James.

Mr. Diawara is moving to New York University to create an African studies department, which will include offerings in African studies, Afro-American studies, and Caribbean studies.



Scholars are tracking the movement of black African culture around the globe. Above, a Caribbean Day parade in New York City.

The Ford Foundation has provided \$300,000 to the University of California at Berkeley to make the African diaspora central to the offerings in its department of African-American studies, including a Ph.D. program now being developed. The money will help support interdisciplinary research projects, as well. A political sociologist and a literary scholar, for example, will examine how West Indian migrants ndnpt to American society and survive in it.

In literary studies, the explosion of interest in Afro-American writers has broadened to take in the work of blacks writing in Africa and the Caribbean.

Gay Wilentz, an assistant professor of English at East Carolina University, traces connections between the writings of African and African-American women in *Binding Cultures: Black Women Writers in Africa and the Diaspora* (Indiana University Press, 1992).

Karla F. C. Holloway, professor of English at North Carolina State University, analyzes how similar metaphors and language appear in writings by black women in West Africa and the United States. "I look for the continuities of the tradition," she says, pointing to the "ancestral figure" and the "god-

dess," which play similar roles in the writings. Her new book is *Moorings and Metaphors: Figures of Culture and Gender in Black Women's Literature* (Rutgers University Press, 1992).

Studying the diaspora helps foster research that is both interdisciplinary and comparative, says Earl Lewis, associate professor of history at the University of Michigan and director of the Center for Afroamerican and African Studies. Until recently, historians have focused on slavery in comparative perspective. He and other Michigan scholars are starting to study how black experience is tied up with development and changes in global capitalism.

Project at Michigan State

In studying American industrialization, says Mr. Lewis, "I would ask questions about what was going on in the South."

"But I never asked what was going on for Ghanaians who moved on to London at the same time, or for Barbadians who moved to New York."

Michigan State University is home to the African Diaspora Research Project, in which graduate and postdoctoral students study the experiences of peoples of Afri-

can descent in such places as India and Panama.

Before West Africans were forcibly transported as slaves to North America, African merchants, traders, and a handful of mercenary soldiers ventured to India. Between 10,000 and 15,000 Africans now live there, says Vandana Kohli, an assistant professor of sociology at California State University at Bakersfield. She is writing a book on the subject, along with Ruth Simms Hamilton, a sociologist who heads Michigan State's diaspora project.

"It appears to be an assimilated group, at first glance," Ms. Kohli says of the Afro-Indian community. "They dress in the local clothes and speak the local language. And to a certain extent they celebrate some Hindu festivals." But in Gujarat, an Indian state, people of African descent have a dance that is done nowhere else in India, which features elements reminiscent of African dance.

Generally, the Afro-Indians are not well treated in the country. National policies that somewhat resemble affirmative action are designed to help the community, Ms. Kohli says, but in practice its members are rarely able to get necessary help.

—SCOTT HELLER

Professor Says He Has Been Cleared of Distorting Data

By DAVID L. WHEELER
A University of Pittsburgh psychiatry professor known for his research on the harmful effects of exposure to lead says a university panel has unanimously cleared him of a charge of scientific misconduct.

The professor, Herbert L. Needleman, says the university committee found no merit in an allegation that he had unfairly manipulated data in a landmark 1979 study of the effect of low levels of lead on children's intelligence.

Dr. Needleman says that the dean of the medical school has not yet approved the panel's report and that he has been told by the university not to discuss it further. University administrators declined to comment on the report.

The case has attracted the attention of other scientists because Dr. Needleman's research led to federal laws that attempt to limit children's exposure to lead, and because Dr. Needleman chose to fight the misconduct charge in public. His dispute with his accusers was aired in a public hearing at the university this year (*The Chronicle*, April 29).

Even if Dr. Needleman is formally cleared by the administration, the dispute over his research

may not end. The Office of Scientific Integrity at the National Institutes of Health reviews all the findings of university misconduct investigations and can ask universities to reopen investigations. Or it can conduct its own.

Dr. Needleman has sued the integrity office, which requested the university investigation after reviewing a report by Dr. Needleman's accusers, Sandra Scarr, a professor of psychology at the University of Virginia, and Claire B. Ernhart, a professor of psychiatry and reproductive biology at Case Western Reserve University.

Suit Against NIH Office

The two contend that low levels of lead do not significantly affect children's intelligence and that Dr. Needleman distorted his data in a 1979 study. Dr. Needleman says his original study and subsequent analyses of his data by others do show that lead can cause substantial drops in children's intelligence.

In the lawsuit, filed in federal court in Pittsburgh, Dr. Needleman contends that the Office of Scientific Integrity does not provide adequate due process to scientists accused of scientific misconduct. He also contends that the office's definition of scientific misconduct is unconstitutional. Dr. Needleman was accused, under a university definition identical to the office's, of "practices that seriously deviate from those that are commonly accepted within the scientific community."

NEW SCHOLARLY BOOKS

Compiled by NINA C. AYOUN
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

ANTHROPOLOGY

Death Without Weeping: The Violence of Everyday Life in Brazil, by Nancy Scheper-Hughes (University of California Press; 614 pages; \$29). Describes the commonplace experience of hunger, sickness, violence, and death in a hillside shantytown above a modern plantation community in the eastern Brazilian state of Pernambuco; focuses on how the routinization of infant death affects the maternal responses of the shantytown's women.

A Three-Told Tale: Familism, Postmodernism, and Ethnographic Responsibility, by Margery Wolf (Stanford University Press; 168 pages; \$29.50 hardcover, \$10.95 paperback). Explores feminist and postmodernist criticism of traditional ethnography through discussion of three texts—a short story, a set of field notes, and a journal article—all written by M. Wolf about an incident that occurred during her fieldwork in Taiwan.

ART AND ARCHITECTURE

Architecture, Power, and National Identity, by Lawrence J. Vale (Yale University Press; 350 pages; \$45). Shows how the architecture of national government buildings reflects the political and cultural balance of power in pluralistic societies.

"Il Gran Cardinale": Alessandro Farnese, Patron of the Arts, by Clare Robertson (Yale University Press; 256 pages; \$45). Examines the attitudes and motivations of Renaissance art patrons through a study of the commissions of Cardinal Alessandro Farnese, one of the most prominent patrons in 16th-century Rome.

CLASSICAL STUDIES

Catullus, by Charles Martin (Yale University Press; 192 pages; \$30 hardcover, \$11 paperback). A critical and biographical study of the Roman poet.

Introducing New Gods: The Politics of Athenian Religion, by Robert Garland (Cornell University Press; 256 pages; \$47.95). Discusses spiritual, political, and economic motivations that prompted ancient Athenians to establish new cults, including those of Pan, Artemis, Aristobolus, Theosus, Bendis, and Asclepius.

Sports and Games of Ancient Egypt, by Wolfgang Döcker, translated by Allen Guttmann (Yale University Press; 240 pages; \$40). Translation of a 1987 German work on the recreational activities of pharaohs, nobles, and commoners.

FILM STUDIES

Shades British Cinema, by Robert Murphy (British Film Institute, distributed by Indiana University Press; 320 pages; \$39.95 hardcover, \$25.95 paperback). Topics include realist films of the late 1930's and early 1960's, 1960's productions in the horror, crime, and comedy genres, and disturbing undertones in "swinging London films."

FOURTEEN

Beliefs and Holy Places: A Spiritual Geography of the Pimeria Alta, by James S. Griffith (University of Arizona Press; 219 pages; \$32.50). Explores the traditions and folklore of a region comprising southern Arizona and northern Sonora, Mexico.

HISTORY

Common Whites: Class and Culture in Antebellum North Carolina, by Bill Cecil-Francis (University Press of Kentucky; 274 pages; \$34). Examines the lives and class identities of the vast majority of the state's whites who either owned no or very few slaves.

Dubious Victory: The Reconstruction Debate in Ohio, by Robert D. Severny (University Press of Kentucky; 194 pages; \$30). Considers politically active Ohioans' attitudes toward the central issues in Reconstruction politics—the terms of re-admission to the Union and the fate of former slaves.

The Family Romance of the French Revolution, by Lynn Hunt (University of California Press; 213 pages; \$20). Uses novels, paintings, newspaper editorials, pornography, and other materials to show how narratives of family relationships shaped the collective political unconscious of the French in the Revolutionary era.

The Great Thirst: Californians and Water, 1770's-1890's, by Norris Hundley, Jr. (University of California Press; 570 pages; \$25). Shows how the use and control of water resources have shaped the history of California.

Hired Swords: The Rise of Private Warrior Power in Early Japan, by Karl F. Friday (Stanford University Press; 288 pages; \$32.50). Describes the evolution of state military institutions in Japan from the seventh to the 12th centuries, and discusses the imperial court's role in the rise of the samurai class.

Kentucky's Road to Statehood, by Lowell H. Harrison (University Press of Kentucky; 204 pages; \$23). Traces the events that led to Kentucky's separation from Virginia and 1793 statehood.

Survival and Consolidation: The Foreign Policy of Soviet Russia, 1918-1921, by Richard K. Debo (McGill-Queen's University Press, distributed by University of Toronto Press; 502 pages; \$53). Discusses diplomatic and political strategies that contributed to the Bolsheviks' victory against White Russian and foreign forces in the Russian Civil War.

"This Culture of Ours": Intellectual Transitions in Tang and Sung China, by Peter K. Bol (Stanford University Press; 336 pages; \$49.50). Describes the transition between Tang (618-907) and Sung (960-1279) Dynasty notions of a shared elite culture.

The Willing War: The Arkansas National Guard in the Aleutians in World War II, by Donald M. Goldstein and Katherine V. Dillon (University of Arkansas Press; 416 pages; \$25). Reconstructs the state guard's experiences of combat and harsh weather conditions in the Aleutian Islands.

LAW

John Marshall Harlan: The Last Whig Justice, by Loren P. Beth (University Press of Kentucky; 313 pages; \$37). A biography of the American jurist, who served as an Associate Justice on the Supreme Court from 1877 to 1911.

LITERATURE

Beyond Realism: Turgenev's Poetics of Secular Salvation, by Elizabeth Cherech Allen (Stanford University Press; 288 pages; \$35). Discusses non-Realist aesthetic and ethical positions in the works of the Russian writer Ivan Turgenev (1818-1883), an author often linked by critics to Realism.

The Correspondence of Henry James and Henry Adams, 1877-1914, edited by George Monteiro (Louisiana State University Press; 128 pages; \$20). Annotated edition of 36 letters.

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Scholarship

Tempest, by Jeffrey Knapp (University of California Press; 400 pages; \$48). Argues that English Renaissance writers made a virtue of their country's increasing insularity by creating empires in imaginary literary worlds.

Jane Austen's Novels: The Art of Comedy, by Roger Gard (Yale University Press; 261 pages; \$30). A critical study of English writer's six major works along with her early novel *Lady Susan* and her unfinished work *Sanditon*.

Kate Chopin Reconsidered, by Bayou, edited by Lynda S. Bortolucci (State University Press; 256 pages; \$27.50). Includes original biographical and critical essays on the American writer, best known for her depictions of Creole and Cajun life in Louisiana.

Literary New Orleans: Essays and Meditations, edited by Richard S. Kennedy (Louisiana State University Press; 130 pages; \$19.95). A collection of original essays on 19th- and 20th-century New Orleans writers.

Mark and Lopez: The Love Story of Mark Twain and the Woman Who Almost Tamed Him, by Resa Willis (Akron Press; 334 pages; \$25). Draws on previously unpublished material in a biography of the American writer's wife, Olivia Langdon Clemens (1845-1904).

Myth, Rhetoric, and the Voice of Authority: A Critique of Frazier, Eliot, Fry, and Campbell, by Marc Manigault (Yale University Press; 240 pages; \$28.50). Examines the organization and interpretation of mythological material in writings by James Frazer, T. S. Eliot, Northrop Frye, and Joseph Campbell.

Textured Lives: Women, Art, and Representation in Modern Mexico, by Claudia Schaefer (University of Arizona Press; 165 pages; \$29.95). Discusses the work of Rosario Castellón, Frida Kahlo, Angeles Mastretta, Elsa Pontalowska, and other female writers and artists in post-revolutionary Mexico.

The Thirteen-Book Prelude, by William Wordsworth, edited by Mark L. Red (Cornell University Press; 336 pages; \$44.50). Explores Renaissance approaches to the classification of knowledge through a study of Italian scholars' debates over the nature of music and its relation to mathematics, natural science, poetry, and rhetoric.

MEDICINE

Bad Medicine: The Prescription Drug Industry in the Third World, by William Silverman, Mia Lydecker, and Philip R. Lee (Stanford University Press; 384 pages; \$29.95). Discusses fraud and other abuses by local drug companies in developing countries.

MUSIC

Musicae Solentia: Musical Scholarship in the Italian Renaissance, by Ann E. Moyer (Cornell University Press; 336 pages; \$44.50). Explores Renaissance approaches to the classification of knowledge through a study of Italian scholars' debates over the nature of music and its relation to mathematics, natural science, poetry, and rhetoric.

The Music of Béla Bartók, by Paul Wil-

son (Yale University Press; 224 pages; \$27.50). Develops a new theoretical framework for the analysis of the Hungarian composer's music, and applies it to five of his major works.

PHILOSOPHY

De Summa Reum: Metaphysical Papers, 1875-1876, by G. W. Leibniz, translated by G. H. R. Parkinson (Yale University Press; 208 pages; \$19.95). Edition, with facing English text, of 25 papers written by the German philosopher early in his career; includes previously untranslated Latin.

Hans-Georg Gadamer on Education, Pedagogy, and History: Applied Hermeneutics, edited by Dieter Misgeld and Grete Nicholson, translated by Lawrence Schickel (University Press of New York Press; 238 pages; \$34.50 hardcover, \$17.95 paperback). Includes previously untranslated writings by the contemporary German philosopher.

The Philosophy of Epistemology in Islamic Philosophy: Knowledge by Presence, by Mehdi Ha'iri Yazdi (State University of New York Press; 232 pages; \$49.50 hardcover, \$16.95 paperback). Discusses the Islamic concept of knowledge by immediate and intuitive awareness; includes comparative discussion of such Islamic and Western philosophers as Ibn Sina and Kant.

The Public and the Private in Aristotle's Political Philosophy, by Judith A. Swanson (Cornell University Press; 34 pages; \$32.95). Argues that Aristotle's vision of the well-being of the political order is based on the establishment of a dynamic equilibrium between the public and private.

Modern Realism: Direct Knowing in German Idealism, by Edward Polk (Cornell University Press; 240 pages; \$29.50). Develops a radical realist epistemology that challenges the "linguistic consensus" in Anglo-American philosophy by arguing that the relationship between the knower and the world is prior to the relationship between language and the world.

Integers, Pragma, and the Spiritual Life, by Henry Samuel Levinson (University of North Carolina Press; 94 pages; \$39.95). A study of the Spanish-born American philosopher Jose Santayana (1863-1952); argues that Santayana, have understood his role in the tradition of American pragmatism.

Man and Revelation: The Philosophy of Franz Rosenzweig, by Stéphane Mosès, translated by Catherine Tihanyi (Wayne State University Press; 310 pages; \$39.95). Translation of a 1987 French study of the German Jewish philosopher and theologian who lived from 1886 to 1929; focuses on his 1921 work *The Star of Redemption*.

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POLITICAL SCIENCE

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Monetary Sovereignty: The Politics of Central Banking in Western Europe, by John B. Goodman (Cornell University Press; 248 pages; \$29.95 hardcover, \$12.95 paperback). Links variations in the degree of central-bank independence to differences in monetary policy across countries; focuses on the Deutsche Bundesbank, the Banque de France, and the Banca d'Italia.

The Myth of the Independent Voter, by Bruce B. Keith and others (University of California Press; 241 pages; \$35 hardcover, \$13 paperback). Argues that American political commentators have overstated the phenomenon of declining party affiliation, and that most self-described "independents" in the electorate lean strongly toward

the Democrats or the Republicans, leaving only a small segment truly independent of either major party.

The Politics of Black Empowerment: The Transformation of Black Activism in Urban America, by James Jennings (Wayne State University Press; 233 pages; \$29.95). Discusses changes in black political approaches since the late 1960's.

Rethinking the Center: Party Politics in Nineteenth- and Twentieth-Century Chile, by Timothy R. Scully (Stanford University Press; 304 pages; \$42.50). Links the development of three distinct ideological tendencies in Chilean party politics to events during three periods of the country's history—1857-1861, 1920-1932, and 1952-1958.

RELIGION

Militant and Triumphant: William Henry O'Connell and the Catholic Church in Boston, 1859-1944, by James M. O'Toole (University of Notre Dame Press; 326 pages; \$28.95). A biography of the American Cardinal.

The Shaker Experience in America: A

History of the United Society of Believers, by Stephen J. Stein (Yale University Press; 554 pages; \$40). Traces the sect's history from its origins in 18th-century England to the present; includes a reassessment of previous depictions of its founder, Ann Lee (1736-1784), and discussion of the schism between the last two remaining American Shaker communities: Canterbury, N.H. and Sabbathday Lake, Me.

Types of Christian Theology, by Hans W. Frei, edited by George Hunsinger and William C. Placher (Yale University Press; 192 pages; \$26.50). Discusses the classification of Christian theologians in terms of whether they view theology as primarily an academic discipline or as an internal activity of Christian communities.

SOCIOLOGY

The Politics of Truth: From Marx to Foucault, by Michele Barrett (Stanford University Press; 208 pages; \$35 hardcover, \$10.95 paperback). Focuses on problems with the Marxist model of ideology.

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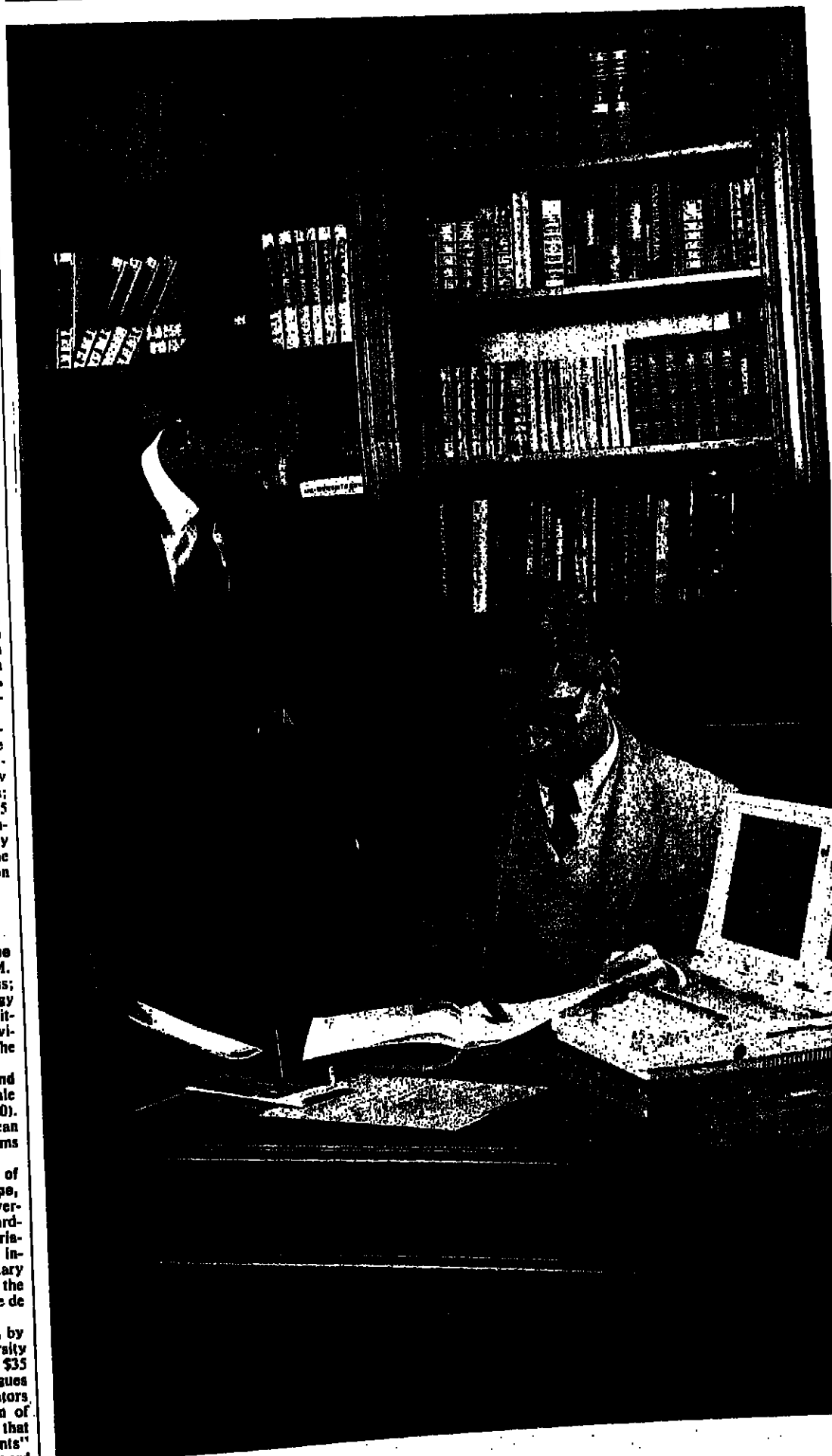
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Personal & Professional

A group of 738 faculty and staff members at Stanford University took out a full-page ad in "The New York Times" to express their outrage over a jury's acquittal of four police officers in the beating of Rodney G. King.

While some on the Stanford campus endorsed the ad, others criticized the \$19,700 expense, saying the money would have been better spent helping people recover from the riots in South Central Los Angeles.

"We felt \$19,000 would put a very small dent in Los Angeles," said Bonnie Hule, who works in Stanford's office of sponsored projects and served on the committee that organized the ad campaign. "We wanted to capture the attention of policy makers." The ad was headed "... and justice for all." It depicted an American flag, with the names of the contributors forming the flag's stripes. In place of stars, the ad had a message calling on other campuses to address issues of racism and the "abandonment of our cities."

Most people whose names appeared in the ad contributed \$25, while a few gave more. Ms. Hule said Stanford employees who gathered after the riots wanted "to express some sort of solidarity with students dismayed by the verdict."

Faculty unions last year spent less time organizing new bargaining units and more time improving services to their current members.

That was one of the findings of the National Center for the Study of Collective Bargaining in Higher Education and the Professions, which publishes an annual summary of union activities. The center, based at the City University of New York's Bernard M. Baruch College, reported that nearly 229,000 professors were represented by collective-bargaining agents last year—2 percent more than in 1990. It attributed the increase to improved reporting rather than to a rise in unionization.

Only two faculty unions representing full-time professors were certified in 1991. They were at Butler County and Sussex County Community Colleges. Unions representing adjunct professors in the Vermont State College System and teaching assistants at the University of Wisconsin at Milwaukee were also certified.

Three unions staged strikes last year. They represented the faculties at Carl Sandburg College and the University of Bridgeport, and teaching assistants at the University of Massachusetts at Amherst.

Joel M. Douglas, director of the center, believes the slowdown in unionization was due partly to the absence of new legislation that would allow collective bargaining in more states. In states that allow it, he says, faculties that wanted to organize have already done so.



"America's schools need fundamental, structural change. Not tinkering around the edges."

The ad was placed in the New York Times by the White Communications Project, a group of private-school educators. It was the first time a private-school group had placed an ad in the Times. The ad was part of a campaign to raise money for the White Communications Project, which is a national network of for-profit private schools. The venture is operated by White Communications, known for its "Channel One" television news programs, now shown in about 10,000 schools.

Mr. Schmidt's departure caps a tumultuous year at the university, which has seen two other top administrators step down, difficult contract negotiations with staff members, and a contentious battle over how to cope with Yale's most severe financial problems in recent memory.

Professors and Female Administrator on Minn. Campus Receive Death Threats

By COURTNEY LEATHERMAN
Federal and local authorities are investigating death threats made against a female administrator and male and female professors at the University of Minnesota at Duluth.

Recent incidents have recharged the investigations, which began last summer when Sandra Featherman, then a candidate to be vice-chancellor for academic administration, received the first of several threatening letters. One warned: "Feminist bitch, don't come to Minnesota."

Ms. Featherman, who took the job last July, has received a total of six letters threatening her with kidnapping and death. Many were signed by "The Deer Hunters."

"I have no doubt that these threats are overwhelmingly motivated by the fact that I'm a woman leader," Ms. Featherman said in an interview. "This has convinced me that my goals for enhancing diversity are more important than ever."

Some believe the latest threats are a reaction to such efforts. Leaflets left in cam-

pus buildings in March threatened a female professor and members of her department who were to participate in workshops aimed at improving the campus climate for women.

According to the Minneapolis *Star Tribune*, the leaflets stated that the "Imperial Council of the Deer Hunters" would kill any professor who participated in the workshops, which Ms. Featherman had required for all members of the history and industrial-engineering departments.

"Pets, Children, and Spouses"

Harry A. Michalick, director of the campus police department, said the leaflets also contained threats to kill the "pets, children, and spouses" of the participants, and encouraged others to assassinate Judith A. Trolander, a history professor who has criticized the university's and her department's treatment of women.

Mr. Michalick said that investigations had not linked the earlier threats with the latest one. Others on the campus think

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President Quits Yale to Develop Network of Private Schools

Some wonder how university will deal with finances in future

By LIZ McMILLEN
The announcement last week by Benno C. Schmidt, Jr., that he would leave the presidency of Yale University to head a new private-school venture stunned many people on the campus and left some wondering how the university will deal with its financial woes.

Mr. Schmidt, who has served as Yale's president for six years, plans to head the Edison Project, a venture that will develop a national network of for-profit private schools. The venture is operated by White Communications, known for its "Channel One" television news programs, now shown in about 10,000 schools.

Mr. Schmidt's departure caps a tumultuous year at the university, which has seen two other top administrators step down, difficult contract negotiations with staff members, and a contentious battle over how to cope with Yale's most severe financial problems in recent memory.

\$1.5-Billion Fund Drive

Just last month, the university embarked on a five-year, \$1.5-billion fund-raising drive, higher-education's largest. The campaign has already collected \$600-million, and Mr. Schmidt, who has raised more money for Yale than any other president, was seen as a critical figure in the drive.

Mr. Schmidt said that he was sad to leave Yale but that he believed the university was stronger than ever. "Yale is great. It's going to be great," Mr. Schmidt said at a news conference in Washington last week. "But our higher-education system is atop an increasingly shaky foundation."

Mr. Schmidt said Christopher Whittle, chairman of Whittle Communications, had approached him two years ago about joining the Edison project. "He began by saying, 'You're going to think I'm crazy, but...'" Mr. Schmidt said.

"I thought it was a little odd to contemplate leaving one of the most prestigious and creative institutions in the world to carry out a program that is not in existence and one that involves some risk." But he said he was convinced that what the country needed was "what the historians call a paradigm shift. And the only way to do that is to put into place a new system."

From Day Care to High School

As president of the Edison Project, Mr. Schmidt will be working with a team of educational theorists, journalists, and business people to develop an innovative educational model running from day care to high school. Opening the schools may cost as much as \$2.5-billion, and Mr. Schmidt is expected to turn his considerable fund-raising skills to drumming up investors. The first 200 schools are slated to open in 1996.

Mr. Schmidt is expected to serve as president of Yale until the end of this year. Vernon R. Loucks, Jr., the senior fellow

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SEEKING COHERENCE IN THE CURRICULUM

At St. Lawrence U., a Controversial Course for Freshmen Seeks to Encourage a More Intellectual Campus Climate

By CAROLYN J. MOONEY
CANTON, N.Y.

In the mid-1980's, a group of faculty members at St. Lawrence University sensed something disturbing about the student culture at their small, liberal-arts institution.

"There was a certain dominant ethos that was anti-intellectual," recalls Grant Cornwell, an associate professor of philosophy. It was an ethos, he says, that was defined both by the Greek system, which nearly half the students here join, and by a student body that was, and still is, largely white, affluent, and Northeastern. (And outdoors: As one student here puts it, "There's, like, peer pressure to get a mountain bike.")

Thus began a series of informal discussions aimed at creating a more intellectual climate on this small-town campus of old stone buildings and grassy quadrangles. The result was an unusual—and controversial—first-year course, now four years old, that is taught exclusively in freshman dormitories renovated to accommodate classrooms and academic lounges.

Taught by teams of three professors, the interdisciplinary course, most recently called "The Human Condition," is built around the themes of community and identity and emphasizes critical thinking, writing, and public speaking.



Richard Guarasci, the dean of university programs and founding director of the course, says: "The residential component is the defining element. Material flies into the classroom."

This past academic year, one group started out examining ecological communities by conducting field experiments, then went on to cover evolution, human behavior and communities, and cultural differences in society. They read works by Plato and Hobbes, plus contemporary texts such as Marge Piercy's *Woman on the Edge of Time*.

The struggle to develop a program to challenge first-year students is playing out on an increasing number of campuses. Under pressure to improve undergraduate education and offer students closer contact with professors, more institutions are offering freshmen small classes that explore interdisciplinary themes. Some are also examining the se-

quence in which students take their courses, and in some cases are adding senior-year "capstone" seminars aimed at synthesizing what students have learned.

A major idea behind the program here was that students who lived together would also share intellectual experiences, blending academics and student life inside and outside the classroom.

"I got to know my students so well, I influenced them as whole people," says Eve W. Stoddard, an associate professor of English who has taught in the program.

Says Richard Guarasci, dean of university programs and a government professor: "The residential component is the defining element. Material flies into the classroom."

Debate Over Bathrooms

A case in point: When one section of students—who had been studying the political theory of social contracts—found themselves in a heated debate over whether their dormitory's bathrooms should be single-sex or co-ed, they took up the issue in class. Inspired by Rousseau, perhaps, they resolved the issue with their own social contract of sorts. (Bathrooms on two of the three floors were designated single-sex, while

Continued on Following Page

At St. Mary's College, Seniors Embark on Journeys Within Their Majors

By DENISE K. MAGNER

ST. MARY'S CITY, MD.
Robin Bates, who teaches English at St. Mary's College of Maryland, took 25 seniors on a journey of self-discovery inside his classroom this past semester.

His seminar introduced the seniors—all English majors—to literary theory. But it also gave them a chance to explore questions about themselves that most hadn't considered in an academic way before. Questions like: What attracted you to literature? Why are you drawn to some works and not others? And why did you decide to pursue "the study of stories" in college?

A different sort of intellectual journey awaited seniors majoring in social sciences at the college. James Conrad, an assistant professor of political science, taught a seminar for them under the sobering title: "The U.S. in the 1990's: The End of the American Dream?"

Both courses satisfy the college's requirement that all students take a senior seminar within their major.

Many colleges are now experimenting with the concept of senior seminars, partly in response to criticism that the college curriculum has lacked coherence. In addition, many campuses are creating new courses for freshmen.

Last year, in a report on undergraduate majors, the Association of American Colleges recommended that academic



Robin Bates, an English professor: "Students love this assignment. They realize that literature has entered into their deepest conflicts at different moments in their lives."

departments seek to pull together the major in a final "capstone" course or some other senior-year experience.

Demonstration of 'Mastery'

At St. Mary's, senior seminars became a college-wide requirement in 1985. A public liberal-arts college on the St. Mary's River in southern Maryland, it offers a highly structured curriculum

to its 1,500 students. They must take a year-long sequence of courses on Western civilization as well as classes in philosophy, the arts, biology, physical sciences, and other disciplines.

The idea behind the senior seminars is "to make certain that students get an interdisciplinary perspective within the major," says Provost Melvin B. Endy. In reality, he says, "that happens

more in some academic divisions than in others": Senior seminars in biology and chemistry tend to concentrate on themes in their own fields, while those for social-science majors have been more successful in taking an interdisciplinary approach.

The seminars have another purpose, he says: "To enable students to demonstrate their mastery—if that's not too strong a term for undergraduates—of the skills necessary for that major."

Interviewing the Professors

One afternoon in Mr. Bates's seminar, students are seated around a large wooden table inside what used to be the president's house on the campus. It's an unusual classroom—with ivory-colored curtains on the windows and flowery wallpaper in navy and beige—but it seems to reflect the more personal nature of the course itself.

The students are reporting back on an assignment: They were to interview a member of the literature faculty who had influenced them, and to describe what literary theory that professor espoused.

One senior tells of a faculty member who characterized her approach to literature as Marxist and feminist. Another describes a professor who "practically despises" literary theory. "She said the-

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More Intellectual Campus Climate Is Aim at St. Lawrence University

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the third was designated co-ed at night and for women at other times.)

The rewards of the course are not always so tangible, and four years later St. Lawrence's first-year program remains controversial. The faculty recently voted 95 to 65 to keep it in place, but agreed to several changes to appease critics. Among the complaints: The course has too many goals, fosters "politically correct" ideas, requires professors to teach out of their field, and diverts faculty members away from departments.

Students are equally divided. Some see the course as a burden; others say they cannot appreciate its breadth until several years after they take it.

"Some come with chips on their shoulders and view it as *two parents*," says Mr. Cornwall, now the program's coordinator. They would prefer to be anonymous in class, he adds, but they can't be.

Vigorous Debate

Small liberal-arts campuses have an edge over large universities in making curricular reforms. Nonetheless, St. Lawrence, with its 2,000 students, was hardly immune to the academic politics common in general-education battles. Over the past few months, professors here have been vigorously debating the course's future.

Some suggest the debate reflects a split between more-traditional professors reluctant to give up au-

tonomy and newer colleagues who, by raising issues of race, gender, and class, hope to expand students' attitudes.

One of the program's most outspoken critics, Tom Budd, a biology professor, offered a resolution this spring to abolish the course. "It's a one-size-fits-all philosophy," he says. He contends that the course's science component is superficial, and that its advising system—professors advise all students in their discussion groups—hurts science majors. Others complain that departments must cancel classes when they lose professors to the program, and that there is pressure to teach in the program.

Mr. Budd's resolution failed, but he notes that 40 per cent of the faculty voted against the program in the recent balloting. "I don't think there are enough people here who are dedicated to it," he said.

Advocates of the program, though, predict that the university will continue to give it a high priority, as it has since its inception. St. Lawrence initially spent \$1.8 million to renovate three dormitories. New professors are expected to support the program's goals. Those who make a three-year teaching commitment get a semester's sabbatical afterward as an incentive. And the program is now a St. Lawrence trademark, featured prominently in its literature.

The discussions that led to the freshman program began around 1984. A two-year study led to a series of broad recommendations ap-

At St. Lawrence U., a First-Year Course Is Taught in the Dormitories

Description: Since 1988, St. Lawrence University has required all freshmen to take a year-long interdisciplinary course taught in the dormitories. The course, "The Human Condition," was developed to encourage a better blending of academics and student life. It is built around the themes of community and identity and emphasizes critical thinking, writing, and public speaking through a reading list that includes canonical and contemporary texts.

Format: All freshmen are assigned to a residential "college" located in the dormitory where they live. Freshmen dormitories house classrooms and academic lounges. Each college has 45 students who meet twice a week as a group and twice a week for smaller seminars that might be held in a dormitory lounge. In each college, the course is team-taught by three professors.

Requirements: The course is being revised so that colleges will no longer share a common reading list, but they will still address common themes of community and identity. In academic 1991-92, students in one college started out examining ecological communities by doing field experiments, then went on to cover evolution, human communities, and cultural differences due to race and gender. Assignments include numerous oral projects, group skits, papers, and films.

Reading List: It varies across colleges, but students have routinely studied works by Plato, Hobbes, Marx, Locke, and other canonical authors, along with texts that explore cultural and gender differences, such as Carol Gilligan's *In a Different Voice*.

proved by the faculty in 1986. But the content wasn't determined until those teaching in a pilot program hashed out the particulars at a retreat in the Adirondacks.

'No Common Discourse'

Says Mr. Guarasci, the program's founding director: "We had no common discourse. There were times when we thought, 'This is not going to work. We made a decision: The course content would be shaped by those in the

program. We were living what we were asking students to do."

Eventually, the theme of "identity" became the connecting glue in the course, which has been required since 1988.

The course works like this: Students are assigned to one of 10 separate residential "colleges" housed in freshmen dormitories. Each college, which might be an entire dormitory wing, has 45 students who meet twice a week as a group, then break up for small sem-

Personal & Professional

inars that might be held in the dormitory's lounge.

One day in the 1991-92 academic year, a discussion group from one of the colleges was going through an exercise called "The Meeting of the Minds." It was early in the morning, and the students, some of whom appeared to have just climbed out of bed and trudged down the hall, were slouched on couches in the dormitory lounge.

Boning Up on Marx

They were fine-tuning the oral presentations they would give later. Each had been asked to play the part of a major thinker whose work the class had been studying: "Hobbes" and "Marx" were grilled on their views, then got a chance to challenge their fellow thinkers—in character.

Leading the seminar was a husband-wife team of geologists, Catherine Shady and John Burnall. (They share a faculty position.) Afterward, they discuss the difficulties that scientists in the program face. Both, for example, had to bone up on Marx and were expected to correct papers for 15 students in their group.

Says Mr. Burnall: "This is my first involvement with the great social thinkers. I've gotten a lot out of it. Unfortunately, there isn't enough time to do it justice."

Because of such complaints, future versions of the course will cover less ground. Identity will remain a common theme, but the common reading list will be scrapped. The second semester will focus on a research project.

Meanwhile, at the other end of

Continued on Page A16

At St. Mary's College, Seniors Embark on Journeys of Self-Discovery Inside the Classroom

Continued From Preceding Page
ory was political and people use it to get power," the student says.

The assignment is the final piece of a three-part "reading history" that the students complete during the seminar. In the first part of the assignment, they wrote about five stories—whether in the form of fiction, poetry, or drama—that affected them as a child or adolescent. Then they wrote about their high-school experiences, how they became interested in the field, and what literary theories their teachers advanced. Finally they wrote about a literary theory that had become important to them as undergraduates, and about a faculty member who had most influenced them at the college. The finished product ends up being 15 to 20 typed pages.

'It's Kind of Therapeutic'

"Students love this assignment," says Mr. Bates, an associate professor of English. "They realize that literature has entered into their deepest conflicts at different moments in their lives."

Danielle R. Chappell, a senior in the course, says she was skeptical about it at first because the subject sounded "schetchy." She's changed her mind.

"This was a way to be introduced to literary theory without taking a theory class," she says. "And it gets you to think about why you read what you read, why

you're a literature major. So it's kind of therapeutic."

Mary E. Benard, also a senior in the course, says it has helped her understand how she was influenced by her professors' theoretical approaches to literature.

"I realize now how many different ways I've been pushed and pulled by different professors,"

she says. "I have more power now to decide how I want to go about studying literature."

The themes of senior seminars in English and other disciplines here change regularly. An English seminar offered in one semester concentrated on women's literature and feminist theory. Some seminars, such as those in biology and

art, don't have specific themes but are set up for students to write research papers or do projects.

Laraine M. Glidden, a professor of psychology and human development, taught a senior seminar for students majoring in her field this past semester. She chose the theme of longitudinal research.

Nine students were in her seminar. One assignment was to select a topic and locate longitudinal studies on it. They had to prepare an oral presentation and find at least 10 pages of reading that could be placed on reserve in the campus library for other students in the class to read.

Senior Theses Considered

The assignment, Ms. Glidden says, gets students to "take on the role of the instructor. They are frequently very anxious. But what invariably happens is that an atmosphere of rapport develops."

Students in her seminar also write a research paper on a topic in the field, not necessarily related to longitudinal research. This year one student wrote about public attitudes toward the environment, while another chose the effects of day-care programs on the social development of children.

Ms. Glidden, who has been a faculty member at the college since 1976 and also directs the honors program, says the senior seminars test students' abilities to write, think, and speak coherently.

"Of all the courses I teach," she says, "there is none other where the faculty member sits almost as a co-classmember. Students really take major responsibility for what's going on in the classroom."

While faculty members seem generally satisfied with the senior seminars, a debate is under way about whether the concept should be expanded to require students to complete a senior thesis. Mr. Endy, the provost, has suggested that students spend one semester in a senior seminar and a second on a senior thesis.

The question of requiring a senior thesis is part of a larger debate on the campus. Last October, St. Mary's was designated an honors college by the State of Maryland, and the campus is now discussing what that means for its curriculum.

Currently, the only students required to write a senior thesis are those in the college's formal honors program. Some faculty members support the idea of requiring all students to write a senior thesis, but doubt that the college has enough professors to provide the kind of guidance students would need. Others say not every student is capable of writing a thesis.

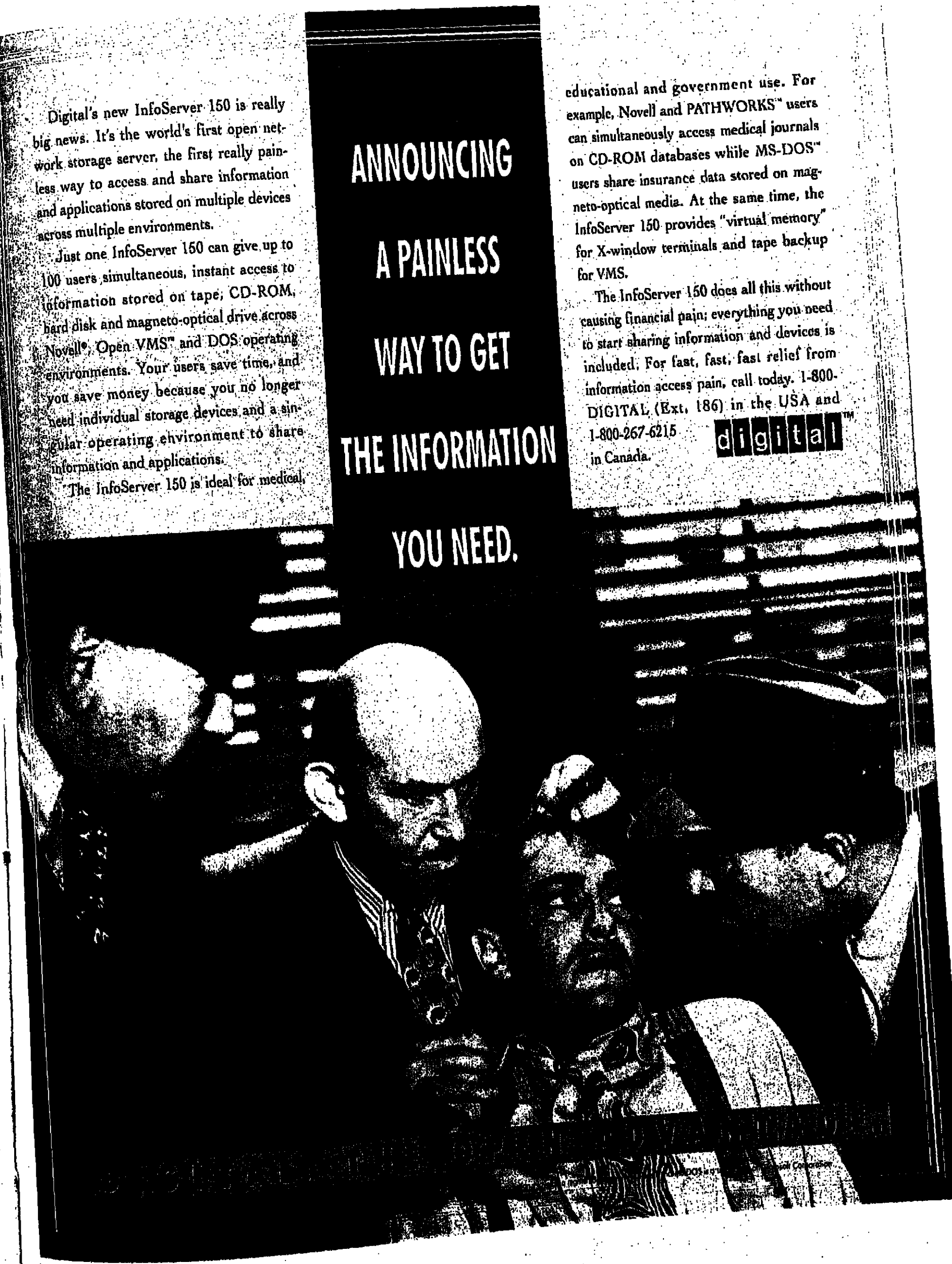
A decision is several years off, Mr. Endy says. "The senior seminars are a good communal experience for students in a major," he says. "A senior thesis is a much more lonely project—a rite of passage to the outside world."

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President of Yale Resigns to Develop Network of For-Profit Private Schools

Continued From Page A12
of the Yale Corporation, said the corporation would appoint an acting president to serve until a new chief is selected.

Mr. Loucks and other trustees were full of praise for Mr. Schmidt, saying he had helped mend labor and town-gown relations, raised a massive amount of money, and forced the university to come to grips with its fiscal future.

The first news of Mr. Schmidt's plans came at a meeting of the Yale Corporation last week, hours before the university's commencement exercises. "I think we were all quietly stunned," said Linda K. Lorimer, president of Randolph-Macon Woman's College and a member of the Yale Corporation.

Surprised by the Timing

Some professors and students grumbled about the way the president broke the news: He and Mr. Whittle met with a reporter from *The New York Times* three days before he told anyone on the campus. Apparently only Mr. Loucks knew about Mr. Schmidt's plans.

Others were surprised by the timing of Mr. Schmidt's departure, coming before the university had resolved its budgetary problems. "This has been a tough year all

Threats Investigated on a Minn. Campus

Continued From Page A12
they are related, and many believe the perpetrator is on the faculty.

Ms. Trolander says the threats are a "backlash" against steps the campus has taken to comply with a 1980 decree requiring the University of Minnesota system to improve the climate for women.

'History of Difficulties'

The workshops are the latest efforts to comply with the decree. Judith S. Karon, director of personnel and affirmative action, was among the officials who recommended that the two departments participate in the workshops. Ms. Karon noted that the industrial-engineering department, where four complaints of harassment and discrimination had been filed in the last five years, "has had a long history of difficulties." One incident involved a sex-harassment case that the university settled in 1989 by paying the female complainant more than \$110,000, she said.

Ms. Karon said she believed the history department would have productive discussions. Instead, the workshops were seen by professors as punishment, she said.

Roger A. Fischer, the history department's chairman, conceded that some professors resented the workshops. But when asked if anybody was angry enough to take action against Ms. Trolander, he said, "in terms of writing a terrorist threat, goodness, no."

To calm fears on the campus, the university made the workshops voluntary, sent students letters decrying the threats, and publicly condemned the incidents.

around, but I think a lot of the problems had been solved," said Robert E. Apfel, a professor of mechanical engineering.

Yale became embroiled in controversy when a "restructuring" committee issued a series of drastic recommendations to deal with a \$15-million deficit and the university's deteriorating physical plant. The committee sparked a great deal of anger and criticism among faculty members.

That criticism apparently led to the resignation two months ago of Frank Turner, who as university provost served as head of the re-

structuring committee. Judith Rodin, currently the dean of the graduate school, will replace Mr. Turner in July. Some professors privately said they believed Mr. Turner had been "sacrificed," allowing Mr. Schmidt to move ahead with another budget-cutting plan that had the backing of the faculty.

Donald Kagan, the dean of Yale College, also announced his intention to resign. Donald Engleman will serve as acting dean until a replacement is found.

Although some faculty members are worried about Yale's leadership, others see no cause for great concern. "It needs to be underscored that the permanent officers of the university are the faculty," Ms. Lorimer said. "They are the true stewards of the place."

St. Lawrence Offers Freshman Course

Continued From Page A14

the dormitory, Joe Kling, a government professor, was watching his seminar group conduct its version of "The Meeting of the Minds." The students were presented with a conflict and asked to carry on a group dialogue in character. (At times it was a stretch: As one group discussed why more women don't seek powerful roles in society, "Plato" interjected: "What about that Ferraro chick?" He was referring to Geraldine Ferraro, the 1984 Democratic vice-presidential candidate.)

When interviewed later, the students give mixed reviews about the course's emphasis on cultural dif-

ference. John Andrejkovic approves: "Being from a small town, you're not aware of racism and homophobia," he says. Another student says he is more tolerant of homosexuality—but not much more so. "The 20-foot rule may become the 10-foot rule," he says.

Such comments don't discourage Mr. Kling, an early advocate of the course. "What this does is create a group-life model rather than a hotel model in each dorm," he says. "The whole thing is about giving voice to difference. Even students who hate the course are compelled to engage in a discourse that makes them think critically about their world."

On Line

Thanks to a mathematics professor at Bryant College, researchers can now use a computer to search the historical records of an old New England cemetery.

About three years ago, Alan Olinsky developed a data-base program for the 55,000 cremation and interment records of the Swan Point Cemetery in East Providence, R.I. Before that, researchers had to comb through file cards containing the records, the earliest of which date back to the cemetery's founding in 1846.

People working on genealogical charts and authors doing historical research should find the computerized records useful, Mr. Olinsky says. "There are some very famous people there," he says—among them General Ambrose Burnside and the economist and publisher Charles Henry Dow.

Students at Lehigh University can watch live broadcasts in 30 languages in a new television lounge called the World View Room.

The university brings in foreign news and cultural programs by satellite from Asia, Europe, the Middle East, and Russia over the Satellite Communications for Learning Network, or SCOLA. Students can view the programs Monday through Friday on a large-screen rear-projection television. The lounge also has monitors for shortwave-radio broadcasts and racks with an assortment of foreign-language periodicals.

The World View Room, which opened last fall, lets students immerse themselves in a foreign language and culture, says Victor G. Zabolotny, the director. "They can hear a language as it's spoken in real life and pick up clues about the culture that they wouldn't find in a textbook."

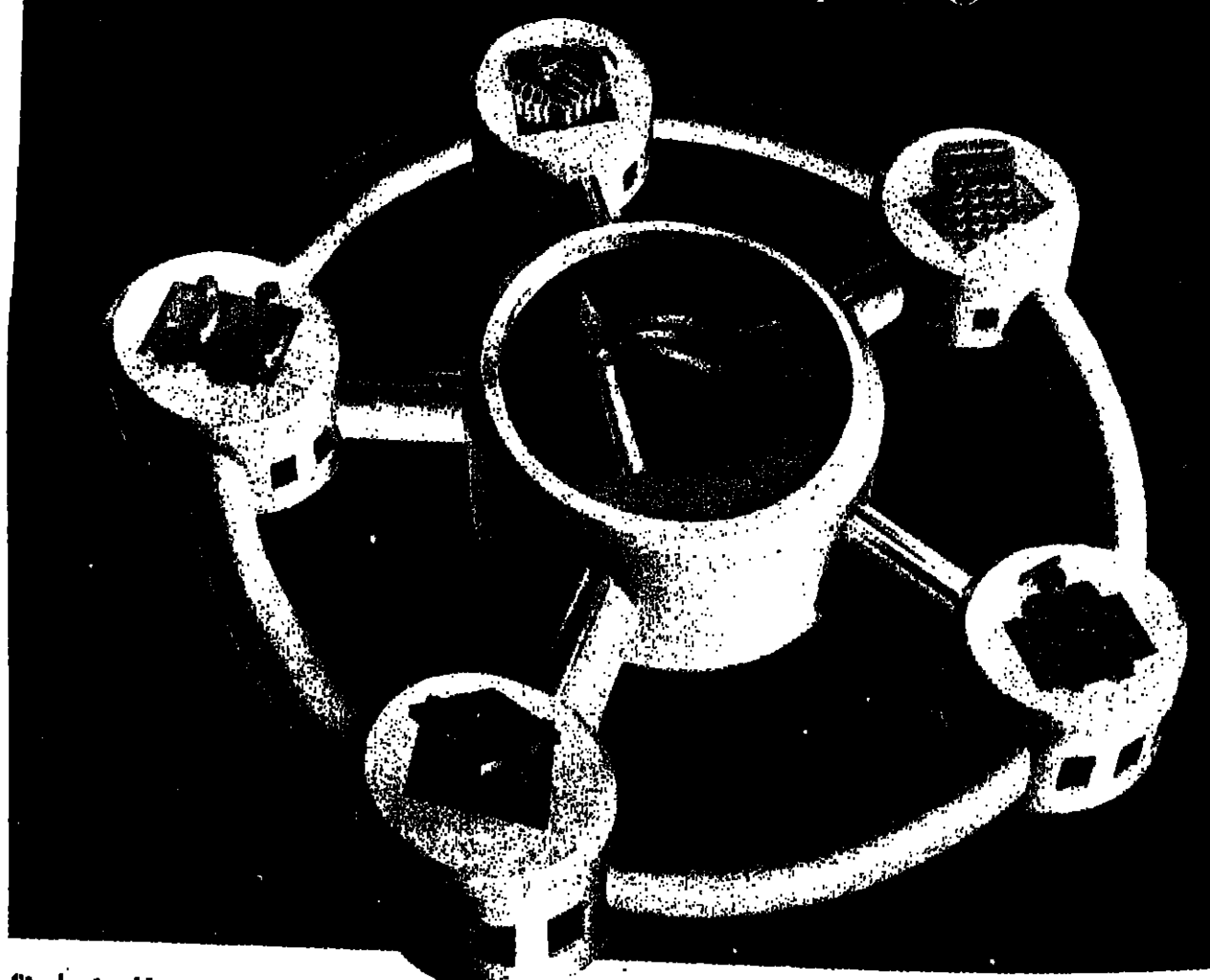
As a cost-cutting measure, the University of California has replaced "UC Clip Sheet," a printed publication for the news media, with an electronic news service.

The service, called "UC NewsWire," offers stories under 46 different headings, ranging from agriculture to veterinary medicine. The stories are released from the president's office and from the public-information offices on the system's nine campuses, five medical centers, and various resource centers.

To see what's available on the news service, journalists can select a topic from a story menu. The computer screen shows them the date and source of every story and provides a brief description of its content. It also indicates the amount of time it will take to download the pieces.

Journalists with a personal computer and a modem can gain access to the news service by calling (800) 395-5266.

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Information Technology

Major Scholarly Publisher to Test Electronic Transmission of Journals

Elsevier's experiment will examine the economic, legal, and technical issues

By DAVID L. WILSON

One of the world's largest publishers of scholarly journals has begun an experiment that will eventually make some of its journals available over computer networks.

The project—the University Licensing Program, or TULIP—is believed to be the first attempt to make published, copyrighted material available over the Internet, a network of computer networks. Elsevier Science Publishers will make 42 of its materials-science journals available to colleges and universities that participate in the experiment.

Electronic distribution of journals is a cherished goal of researchers because of the speed with which the material can be distributed and of a significant saving in costs. Publishers, however, have been slow to embrace the concept because they are concerned that users could easily pirate copies of protected works using computer technology, and because of problems in the transmission itself.

15 Universities Take Part

About 15 universities have expressed interest in the Elsevier experiment, including Carnegie Mellon, Cornell, Harvard, and Princeton Universities; the Massachusetts Institute of Technology; and the University of California system.

The project will examine the economic, legal, and technical issues involved in electronic transmission of journals, says Karen Hunter, vice-president and assistant to the chairman of Elsevier.

"Another project objective is to study user behavior," Ms. Hunter says. "What do people really want? How do they use this information? Is it really helpful to have it on the network this way?"

It is imperative that publishers find answers to those questions soon, she says. The cost and number of journals keep rising, and budgets in academe are not keeping pace. "We know that the universities can't afford to continue to buy journal subscriptions if these trends continue," she says.

Universities that participate in TULIP will have to make a substantial investment in software, says Ms. Hunter, but will receive the electronic version of the 42 journals at no charge, provided they subscribe to the paper journals as well. Institutions that do not receive the paper versions will receive the electronic version at a steep discount off the paper price. "But," Ms. Hunter says, "we don't want to create the

"Another project objective is to study user behavior. What do people really want? How do they use this information? Is it really helpful to have it on the network this way?"



Elsevier's Karen Hunter: "If no one's using our information, we're out of business. The current market is not desirable for either side."

expectation that somehow electronic information is going to be a lot cheaper than information on paper. I don't think that's realistic." However, she adds, eventually an electronic version probably would cost somewhat less than a paper version.

Better Means of Delivery

Publishers are desperately trying to come up with better means of delivery for the information contained in their paper journals. "If no one's using our information, we're out of business," Ms. Hunter says. "The current market is not desirable for either side."

Instead of strings of letters, TULIP will post "pictures" of pages from the journals. The images will be electronically copied from the finished journals, much as a facsimile machine makes a copy of a document and sends it over telephone wires.

One of the biggest roadblocks to the development of electronic, peer-reviewed scholarly journals has been the difficulty of transmitting graphics in a timely fashion. TULIP sidesteps that problem by not transmitting a free-standing graphic of a table or a chart, which creates certain technical

problems. Instead, TULIP incorporates the graphic in an image of the full page, which is easily transmitted and received.

That creates new problems, however. When data are stored electronically as individual letters, computers can look for key words and phrases. The ability to do keyword searches is one of the most powerful tools that data bases can offer researchers.

But because the data stored under the TULIP system will exist only as a series of pictures, not as letters and words, such searches will be impossible. Ms. Hunter says that the project, which is expected to last three years, eventually will give users that capability.

Limitations and Enthusiasm

Despite the limitations, participants say they are enthusiastic about the program and its potential.

Greg Anderson, associate director for systems and planning for the MIT libraries, says: "People do want to search within the documents themselves, and that won't be possible, but they will be able to do bibli-

Continued on Page A20

TECHNOLOGY UPDATE

- Students at Stanford file records electronically with registrar
- U. of Cal. at Davis encourages some on staff to work at home
- Project's network would print books and journals on demand

Stanford University has replaced most of the traditional paper forms that students filed with the registrar with a system that lets them file and receive information by computer.

Budget and staff cutbacks forced the registrar's office to develop less expensive ways of letting students check on their academic records, sign up for courses, and update their files. "This isn't an alternative way of doing business. We don't accept paper for those things anymore," says Elizabeth Hodge, systems-development analyst.

Each student is given a personal identification number, based on combinations of familiar numbers, such as birth dates and Social Security numbers. The numbers provide some security for the sensitive data in the system. Students can gain access to the system over the campus network from a campus-based computer or from home, using a modem.

Other divisions of the university, such as the financial-aid and housing offices, are interested in using the system, Ms. Hodge says.

For more information, contact Ms. Hodge, Registrar's Office, Old Union 138, Stanford University, Stanford, Cal. 94305-3005; (415) 723-6226; ELIZABETH.HODGE@STANFORD.

ers, facsimile machines, and telephones.

Dennis W. Shimek, associate vice-chancellor for employee relations, says the university started the "telecommuting" program about a year ago to help reduce demands on the state's transportation system, ease congestion in parking lots, and reduce stress on the university's physical plant.

Mr. Shimek says the institution and most program participants already had much of the equipment for telecommuting. "There was little additional expenditure needed for hardware," he says.

Several dozen staff members have taken advantage of the policy so far, Mr. Shimek says. The university is about to begin a study to see how the program is used and how effective it is.

"We think the program is a great help for people who have domestic responsibilities that might sometimes conflict with the job, such as a sick child," Mr. Shimek says. "Faculty members have been telecommuting for years. We're just trying to let other people make use of the technology."

For more information, contact Mr. Shimek, Mrak Hall, University of California, Davis, Cal.; (916) 752-3383; DWSHIMEK.EDU@BITNET.

Administrators at the University of California at Davis have been encouraging members of the technical and support staff to work at home, using comput-

The Coalition for Networked Information is sponsoring a project to develop a prototype network to provide on-demand printing of books and journals

at any site connected to the Internet, a network of computer networks.

Stephen C. Hall, director of Harvard University's Office for Information Technology, is managing the project, which involves several dozen colleges and universities.

The Consortium for University Printing and Distribution Project, or CUPID, plans to use existing technology to tailor books for courses and individuals, allowing inexpensive updated versions to be printed and bound quickly, Mr. Hall says.

"We basically want to make print more useful," he says, "and

help people do things a little bit better."

Eventually, he says, users will be able to call up documents from catalogues, proofread them, and make copies that are indistinguishable from a printed product. Computers would track the duplication of copyrighted material so fees could be assessed.

For more information, contact Mr. Hall, Harvard University, Office for Information Technology, 50 Church Street, Cambridge, Mass. 02138; (617) 495-3240; SHALL@HARVARD.HARVARD.EDU.

—DAVID L. WILSON

Briefly Noted

■ The Congressional Office of Technology Assessment has issued a report, "Finding a Balance: Computer Software, Intellectual Property, and the Challenge of Technological Change," on issues of ownership and copyright of in-

Information Technology

formation in electronic form. The 236-page report is available for \$11 from the Superintendent of Documents, U.S. Government Printing Office, Washington 20402-9325; (202) 783-3238. The order number is 052-003-01278-2.

■ A list of textbooks for faculty members who use statistical software in business, engineering, mathematics, natural and social sciences, and other disciplines is available free from Minitab Inc., 3081 Enterprise Drive, State College, Pa. 16801-3008; (814) 238-3280.

■ Human-Machine Interactive Systems, a collection of essays on the implications of computing for communication edited by Allen Klinger, a professor of computer science at the University of California at Los Angeles, is available for \$79.50 from Plenum Publishing Corporation, 233 Spring Street, New York 10013; (800) 221-9369 or (212) 620-8000.

NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

COMPUTER PROGRAMS

Admissions. "College Selection Service 1992," for IBM PC and compatibles. Lets students select four-year colleges from among 1,500 accredited institutions using such criteria as academic level, athletic and campus activities, campus setting, cost, enrollment, geographic location, and more; \$165. Contact: Peterson's, Box 2123, Princeton, N.J. 08543-2123; (800) 338-3282 or (609) 243-9111.

Art. "Spatial Wars: Principles of Perspective," for Apple Macintosh. Requires "HyperCard." Interactive, three-dimensional, animated stacks illustrate fundamental principles of perspective drawing; includes principles of rectangular space, eye-level line, vanishing lines and points, inclined planes, and perspective types; \$45; quantity discounts available. Contact: Intellimation, Department GAPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Biology. "Mitosis and Meiosis," for Apple Macintosh. Requires "HyperCard." Animated interactive tutorial helps students understand processes of mitosis and meiosis as an animal cell progresses through stages of division; \$32; quantity discounts available. Contact: Intellimation, Department GAPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Biology. "TAADS," for Apple Macintosh. Requires "HyperCard." Introduces students to biology laboratory techniques and the scientific method through a simulation game about TAADS, imaginary organisms that inhabit planets with unusual topography; lets students collect data, perform experiments, and consult with peers to formulate conclusions; \$42; quantity discounts available. Contact: Intellimation, Department GAPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Career planning. "Career Options," for IBM PC and compatibles. Helps students identify their job interests, abilities, skills, and preferences and match them to occupations; gives brief descriptions of 700 current and "emerging" jobs with the education and training necessary to qualify for them; \$295. Contact: Peterson's, Box 2123, Princeton, N.J. 08543-2123; (800) 338-3282 or (609) 243-9111.

Events management. "Up-To-Date," for IBM PC and compatibles. Requires "Windows." Lets users coordinate, local-area network; includes three reminders called Things to Do, Priorities, and Deadlines; provides pass-

word protection at three access levels; \$149. Contact: Computer Associates International Inc., One Computer Associates Plaza, Islandia, N.Y. 11789-7000; (516) 342-5224.

Financial aid. "Financial Aid Service 1992," for IBM PC and compatibles. Lets parents and students estimate the expected family contribution toward college costs and calculate the additional amounts that will be needed at any college for 1992-93; calculates average college cost by type of institution; includes descriptions of state and federal aid programs and financial aid from private sources; \$210. Contact: Peterson's, Box 2123, Princeton, N.J. 08543-2123; (800) 338-3282 or (609) 243-9111.

Literature. "Poesia Hispanoamericana," for Apple Macintosh. Requires "HyperCard." Annotated anthology of Spanish American poetry includes selections from major works from the beginning of Modernism to the present; "HyperCard" stacks designed to supplement advanced Spanish literature courses; includes biographical information about authors, commentary, cross references, and vocabulary definitions; \$29; quantity discounts available. Contact: Intellimation, Department GAPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Personal Tutor, Algebra I: Integers and Rationals," for Apple Macintosh. Gives beginning algebra students extra help with integers and positive and negative fractions; includes vector illustrations on the number line for addition and subtraction to reinforce the operational rules; \$45; quantity discounts available. Contact: Intellimation, Department GAPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Personal Tutor, Algebra I: First Degree Equations," for Apple Macintosh. Gives beginning algebra students extra help with one-step, two-step, and multi-step equations and formulas; \$45; quantity discounts available. Contact: Intellimation, Department GAPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Mathematics. "Finance Tutor," for Apple Macintosh. Requires "HyperCard." Tutorial helps students understand the fundamental principles and routines of finance; uses animation, sound effects, and exercises to illustrate the dynamics of compound interest and inflation; \$39; quantity discounts available. Contact: Intellimation, Department GAPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

Medicine. "Blood Test: A Review, Quiz and Tutorial," for IBM PC and compatibles. Requires "InfoWindow" and videodisk player. Package contains three computer modules and one videodisk: "Peripheral Blood and Bone Marrow," a three-part module, with image Atlas with 160 images of normal and abnormal cells grouped in 34 categories, Introductory Text with general characteristics of cells, and Quiz with 36 questions on cell clas-

sification; "Anemias," a 15-question tutorial; and "Hematologic Malignancies," an 18-question quiz based on six case studies; "Laboratory Medicine Video Library: Atlas of Hematology," a videodisk of normal and abnormal peripheral blood and bone-marrow images; \$910 for members; \$1,300 for others. Contact: Health Sciences Consortium, 201 Silver Cedar Court, Chapel Hill, N.C. 27514-1517; (919) 942-8731.

Medicine. "Brain Games: An Introduction to Neuropsychology," for Apple Macintosh. Requires "HyperCard." Seven simulations introduce students to standard neurological tests and basic relationships between the brain and behavior; \$32; quantity discounts available. Contact: Intellimation, Department GAPO, Box 1530, Santa Barbara, Cal. 93116-1530; (800) 346-8355 or (805) 685-2100.

OPTICAL DISKS

Biology data bases. "Biological Abstracts/IBM," for co-800 players used with Apple Macintosh and IBM PC and compatibles. Includes 280,000 bibliographic records for research studies, reports, reviews, and books in biology and biomedicine for 1991; contains 9,000 serials and other publications from over 100 countries; \$2,125; updated quarterly. Contact: Silver Platter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 346-8064 or (617) 769-2399.

Biotechnology data bases. "Biotechnology Abstracts," for co-800 players used with IBM PC and compatibles. Includes 110,000 abstracts from 1,100 scientific journals; covers genetic engineering, biochemical engineering, fermentation, cell culture, and waste disposal; \$2,450; updated quarterly. Contact: Silver Platter Information Inc., 100 River Ridge Drive, Norwood, Mass. 02062-5026; (800) 346-8064 or (617) 769-2399.

Business. "The Business Disk," for videodisk players used with IBM PC and compatibles. Includes a two-part program on small business: Part I, "The Planning Phase," helps students decide what kind of business to start and provides information on ownership, location, income and insurance requirements, advertising, and start-up capital; Part II, "The First Year of Business," illustrates decisions about employee issues, repairs, late deliveries; \$2,695; after license available. Contact: MTC, 11767 Bonita Avenue, Covington Mills, Md. 21117; (301) 381-4117.

Publishing data bases. "The Title Source, World Edition," for co-800 players used with IBM PC and compatibles. Includes 1.6 million American, British, Canadian, and Australian, European English-language book, music, and audio and video titles; searched by author, title, general, and Li-ze heading, ISBN, key word, and Li-ze of Congress subject heading; library of Congress subject heading; 34 categories, Introductory Text with general characteristics of cells, and Quiz with 36 questions on cell clas-



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Major Publisher to Offer Journals on Networks

Continued From Page A17
graphic searches in separate files that Elsevier will provide."

Mr. Anderson says the real attraction of TULIP is its potential to save library patrons time and allow for easy retrieval of information. "Our interest is in the service implications," he says. "The key advantage from a service standpoint is timeliness, being able to get the stuff quickly."

Ordinarily, he says, when someone needs a journal article, he or she must track it down, or ask a librarian to find it, photocopy it, and then send it along through some sort of delivery service. Having the material available on a computer at the push of a button makes the task much easier, he says.

September Deadline

Ms. Hunter says she hopes that TULIP will be active by September, but she acknowledges that time frames on such projects are notoriously inaccurate.

Unexpected technical problems have delayed similar projects, such as a new electronic publication being developed by the American Association for the Advancement of Science.

That publication, *The Online Journal of Current Clinical Trials*, was supposed to appear in April but has been delayed until July 1, says Patricia A. Morgan, director of publications for the AAAS. "There are enormous technical difficulties that must be overcome in these undertakings," she says. "We just miscalculated how quickly we could solve them."

The AAAS project is entirely electronic and therefore differs significantly from TULIP, Ms. Hunter says.

In addition to the technical problems of electronic journal delivery, the AAAS must persuade authors to submit high-quality papers in a new medium that may prove to be largely ethereal.

"The AAAS is engaged in a heroic effort to establish true electronic publishing," Ms. Hunter says. TULIP offers simultaneous publishing in both print and electronic formats, so the Elsevier experiment does not face that hurdle.

Some of Elsevier's journals are already distributed on CD-ROM, and TULIP can be looked on as a step beyond the CD-ROM project, she says.

Seeking Hard Data

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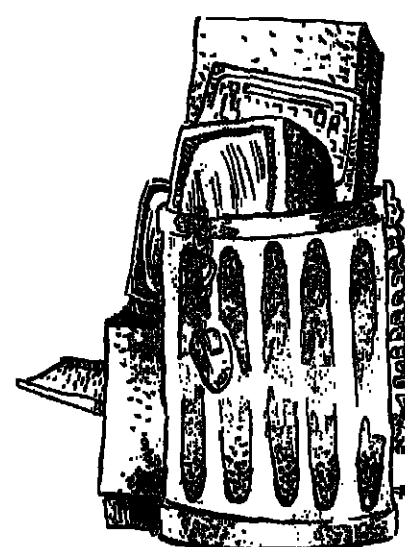
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THE CHRONICLE OF HIGHER EDUCATION

Section 2

June 3, 1992



MAVRO MOORE FOR THE CHRONICLE

Educating Leaders Who Can Resolve the Health-Care Crisis

University programs must be transformed

By William C. Richardson

IT IS HARDLY NEWS that the nation's health-care system is suffering from unplanned and uncoordinated growth. The symptoms are all around us. In many of our leading medical centers, insured patients slide into multimillion-dollar diagnostic machines, while only blocks away, uninsured young mothers try to raise yet another generation of at-risk babies.

We also know that despite the rapidly escalating costs of health care—now more than 13 per cent of our gross national product, or more than \$700-billion a year—more than 34 million Americans have no medical insurance. We all pay the costs of that gap, sometimes directly for care of indigent patients and certainly indirectly in the increased burdens that fall to our academic health-care centers and social-welfare systems. The United States is one of the few industrialized nations that do not finance health care for all of their citizens: only 46 per cent of our population below the poverty line even qualify for Medicaid.

Because of the current crisis and its recent transformation into a national political issue, members of Congress, Bush Administration, medical associations, health-policy makers, and editorial writers on most of the nation's leading newspapers are calling for changes in our health-care system.

Now is a good time, then, for educators of the nation's eight million health-care professionals to realize that we have more influence on the health-care system than we might care to admit: through what we

teach, through the role models and mentors that we provide, and through the kind of clinical sites in which we educate our students.

Each year, the nation's academic health centers graduate more than 96,000 doctors, dentists, nurses, public-health practitioners, and pharmacists. Between now and 2005, we probably will add more than 1.3 million of these professionals to the health-care system.

But are we teaching our future leaders what they need to know? The evidence is mixed, judging from a survey conducted by Louis Harris & Associates for the Pew Health Professions Commission. The commission has been studying the changing health-care scene and the implications of those changes for how health professionals should be educated.

In the Harris survey, 1,501 practicing dentists, nurses, pharmacists, physicians, and veterinarians were asked how important it was for health-professions schools to provide instruction in areas beyond the traditional clinical and basic-science cur-

ricula. Those areas include factoring the cost of treatment into decision making, encouraging healthy behavior in patients, and communicating effectively with patients or with clients and their families.

Of the health professionals polled, 86 per cent said that their schools had done an excellent job of teaching them how to diagnose and treat diseases. But 64 per cent said that one of the greatest areas of weakness had been in teaching students how to factor the costs of treatment into their decision making. A slight majority (52 per cent) gave their schools only a "fair" or "poor" rating on how well they had trained them to evaluate the appropriateness of complex and costly technologies.

ALMOST FOUR-FIFTHS of those polled (79 per cent) felt that it was very important for schools to teach them how to encourage good health; yet 34 per cent indicated that their preparation for doing this had been inadequate. Finally, 91 per cent said that teaching students how to communicate effectively with patients and their families was very important, but 36 per cent gave their schools a poor rating in this area.

Clearly, if we do not change the education we provide now, we will not produce practitioners adequately prepared to cope with the health-care issues that will dominate in the future. All of us in health-professions education—faculty members, department chairs, deans, vice-presidents, and presidents—must encourage the de-

Continued on Following Page

OPINION

Educating the Leaders Who Can Resolve the Health-Care Crisis

Continued From Preceding Page

development of new competencies in health professionals. These skills must reflect a changing reality in which:

- Health-care issues will be addressed on a population-wide as well as on an individual basis.

- An older and more ethnically, racially, and socially diverse population will demand better access to health care.

- Increasingly complex medical technology will call for deeper examination of both medical ethics and the cost of care.
- Greater sophistication will be required in managing and communicating information and knowledge.

As a result of such changes, health-care professionals will need a foundation in the social sciences, as well as in the clinical sciences. Understanding group dynamics, communications, the sociology and epidemiology of illness, and information management will be keys to successful practice.

Professionals must be prepared to work in teams and in non-traditional settings to deliver primary care. Programs that deliver health services in people's homes, at special sites for the elderly, and in schools will allow better coordination of care, fostering independence for patients and increasing the efficiency of the system.

PRACTITIONERS also must be prepared to work with patients who are active partners in maintaining their own health, since many patients are becoming increasingly knowledgeable about health care, more willing to assume responsibility for their health, and more demanding in seeking medical information and appropriate care. This will require more effective communication and counseling skills in health practitioners.

Practitioners also must understand how and when to use sophisticated technology. They must know how to use computers to gain access to enormous amounts of scientific information stored in computer data bases. They must be sensitive to the ethical issues that are becoming ever more urgent with the march of technology. (The fact that a book for the terminally ill on how to commit suicide shot to the top of *The New York Times* best-seller list is a clear signal that the health-care system is not addressing issues of deep concern to patients, including humane treatment that accepts terminal illness.) And practitioners must understand different cultural values in a society that is growing more ethnically and racially diverse. By some estimates, one-quarter of the population will be African American or Hispanic American by 2005, and that proportion is expected to increase.

To prepare health practitioners adequately, educators must examine the following areas:

- **The core curriculum.** Are schools teaching students not only ethical guidelines but, even more important, ways of approaching and resolving ethical issues? Are universities teaching the skills and concepts required for communicating and collaborating with both colleagues and patients? Such issues require students to have a stronger base in the humanities and social sciences. Making room in the curriculum for such material may be eased by the fact that as professionals gain access to sophisticated computer systems, they will not need to devote as much time in their student years to absorbing crushing quantities of facts.

- **The teaching-learning process.** Are

schools promoting problem-solving skills? In recent years, the emphasis on students as active learners has eroded. Expanding knowledge has led to a more reductionist technical curriculum, with ever-increasing amounts of information crowded into lectures. In some cases, laboratory hours have been shortened to provide additional lecture time.

To be effective practitioners, however,

"Increasingly complex medical technology will call for deeper examination of both medical ethics and the cost of care."



students must do more than memorize facts; they must be actively and thoughtfully engaged with the material that they are being taught. The trend toward shorter hospital stays, under pressure from federal health-care regulations and private insurers, has detracted from the effectiveness of learning in hospitals. If traditional ways of promoting learning, such as providing inpatient care, are no longer viable, educators must use different techniques, including computerized approaches that simulate diagnostic situations.

is not enough. Administrators also must reshape some fundamental elements of their institutions. For example, educators must develop clear and distinct missions for their programs. The successful schools of the future will identify particular emphases, such as rural health, and direct substantial resources toward addressing those needs.

Further, deans, department chairs, and faculty members must re-examine the traditional approach to faculty rewards. In many instances, the current system is

based on performance in research. Although it will be difficult to do so, evaluation systems must be devised that accord more emphasis to patient care and teaching.

In creating a new model for health-professions education, the most challenging task will be to retain all that is valuable in the current instructional process, while developing new ways of organizing people, knowledge, research, and patient care. Creating programs and schools that educate students to fill the new expectations for health practitioners is an enormous challenge for the leaders of health-professions schools. The schools cannot transform themselves without strong support from their parent universities, professional associations, state legislatures, the federal government, and the public.

Boards of trustees and presidents of universities should encourage their health-professions schools to apply all the resources—analytical, problem-solving, and educational—that are available in universities to the practical problems in health care, much as the land-grant colleges addressed agricultural problems more than 100 years ago. In doing so, universities have the potential to contribute significantly to one of the most important issues we now face as a society.

William C. Richardson is president of the John Hopkins University and co-chairman of the Pew Health Professions Commission.

MÉLANGE

Education and Racial Self-Consciousness; the Challenge of Diversity for All Museums; the Simplicity of Opposites

AFRICENTRISM—an offshoot of Pan-African thought which argues that the world should be defined through the unique perspective and consciousness of African peoples—as a school of thought is worthy of serious study, but like so-called Eurocentrism, it is not a proper prism through which to see education. Advocates of Afrocentrism are not concerned with consensus because they see education as a hegemonic contention. This is not surprising because blacks historically view, and rightly so, the attainment of education as a drama of embattlement.

But black children are not suffering from enduring a "politically incorrect" education. They are suffering because few people care whether they are educated at all. Black minds are not being destroyed by "whiteness"; they are being destroyed by neglect. It is not a horror if a black child loves L. Frank Baum and has never heard of Sundiata; it is a horror if he or she is incapable of reading either.

If Afrocentrism ignites the black community to become actively involved in its children's education, this is good. But the battle is not with Eurocentrism or "culturally biased" tests. The battle is against the massive indifference, bureaucratic self-interest, and the sheer helplessness that public education seems to have spawned. We must commit ourselves to the ideal that "disabled" children, who are often rendered dysfunctional by their environment, can and must work for the life of the mind.

Afrocentrism as intellectualized racial self-consciousness may be of some

educational value as long as one is aware of its considerable limitations. If, however, racial chauvinism has distorted and debilitated American children's education in the past, how can more of it help? That is to say, if Eurocentrism is bad, how can Afrocentrism, or any other centrism, be good?

—Gerald Early, professor of English and African and Afro-American studies at Washington University, in the April issue of *Measure*, the newsletter of the University Center for Rational Alternatives

PERHAPS the central challenge before museums today is to find ways to address themselves to the increasing diversity, and at the same time the growing interdependence and vulnerability, of social life everywhere. Museums need to see themselves, and to be publicly recognized, as important institutional means by which every group in our very pluralistic society can define itself and represent its place within the complex, dynamic circumstances of contemporary life.

Museums will fail to meet their responsibility to pioneer in presenting new and diverse visions and challenges if they are unprepared to risk occasional criticism and controversy. . . . As a further step, museums can and should move beyond their prevailing stance of authoritative anonymity in exhibitions. Where contentious views are important to an exhibition, they should be put forward. The public is entitled, however, to have the controversial nature made plain, and to have the views attributed

to the particular scholar or curator responsible for them. The place to strive for balance is not in the neutrality of a particular exhibit but in the full range of a museum's public offerings.

—Robert McC. Adams, Secretary of the Smithsonian Institution, the May issue of *Smithsonian*

HUMAN BEINGS love to divide the world and its inhabitants into pairs of opposites. . . . We are drawn to the simplicity of opposites, which clarify the world and obscure the annoying fact that truths come in shades of gray. . . .

We all lapse into oppositional thinking without being aware of it. In one charming study, parents were simply asked to describe their children. Those who had three or more children spoke about each child in individual terms: Jane is intellectual, they might say, Sam is sociable, and Pam is athletic. Parents who had two children, however, described them as opposites: Pam is a leader, Sam is a follower; Sam is the sociable son, Pam is the unsociable daughter.

Unfortunately for our habits of thought, if not for our other customs, human beings do not come in three sexes. As soon as we start thinking of women and men as opposites (autonomous/dependent, independent/connected, care-based/justice-based, war-mongering/peace-loving), we overlook all the other factors that influence them, such as race, class, culture, and age.

—Carol Tavris, social psychologist, in *The Mismeasure of Woman*, published by Simon and Schuster

OPINION

By Asma Barlas
LONG BEFORE *Little Man* Tate—the recent movie about an extraordinarily gifted child—opened in theaters in this country, a friend accused me of doing my son, then 5 years old, great injustice by not "airing" him on national television. It's a crime not to, he said, ignoring my protests that I couldn't reasonably be expected to flaunt my son like a circus freak. Besides, although I didn't know otherwise, his age who wanted to be paleontologists (a word many adults can't even pronounce), he was not so much a little savant as "precocious," a word they used pejoratively.

At age 3, Demir had a library of about 50 books in which *The Ugly Duckling* held the place of honor. Because it seemed to be a parable but because in his mind it was a narrative of profound existential angst, I regretted ever having introduced him to it. At 7 he published a poem on the Shah of Iran; at 10 a letter to the editor on the tragedy of the Palestinian diaspora.

But school in Pakistan was another world: a prison where he had to sit upright in a small wooden chair; where silence was valued over participation; where failure to learn by rote resulted in a slap, often across the face with whatever happened to be in a teacher's hand. I couldn't help crying with anger and frustration when this happened. "Don't hit him," I begged his teachers. "You don't need to hit him to let him know that he's failed; he's a little adult—he knows." Intelligence equals memorization equals learning. I was told; rules are rules. Clearly, schools in our society did not have the ability to recognize gifted children.

That was before coming to America. After our arrival in 1983, when my son was 10, life remained "normal" in many ways. At 13 he was reading Gogol and Tolstoy, Dostoyevsky and Pushkin, with periodic "lapses" into Tolkien. At 14 he smiled; he had found P. G. Wodehouse. But Charles Schultz and "Peanuts" were never the same for him after he discovered semantics and Umberto Eco. When he was 15, the books under his bed were a demented clutter of Smith and Marx, Waugh and Zola, Sartre and Heidegger, Vonnegut and Rabelais, Balzac and Monty Python. His favorite movies? *Brazil*; *Aguirre: The Wrath of God*; *Nosferatu*.

Musical? Demir's taste ranged from Mozart and Chopin to the German "Industrial music" group Neubauten. He considered the television show "Leave It to Beaver" an indictment of conformism in America, while the movie *Robocop* depicted its inevitable, capitalist atomization. Light conversation at lunch: the relationship between God and the Devil in Christianity and Islam, the problems of Aristotelian



FACE PARADE FOR THE CHRONICLE

Rules Are Rules? How the System Failed to Serve My Exceptionally Gifted Son

philosophy, the connection between surrealism and politics.

But school was very different from the world we had left behind in Pakistan. No more slaps. My son was identified as a gifted and talented child with an unbelievably high IQ. He was one of the few kids selected to attend an archaeology program for gifted children sponsored by my university. Throughout school he was placed in accelerated classes.

But gym and lunch were another story. Demir was "small," he said defensively; he wore glasses. He couldn't dangle from the ropes in gym like the big American kids could. What did they think he was, Neanderthal? And lunch? "Do you know," he asked me two years ago, "how it feels when kids get up and leave when you sit down next to them?" Suddenly I understood why he had taken to skulking around the school corridors.

I LEARNED ABOUT RACE in America through my son. "The blacks think I'm white," he said. "The whites think I'm black. But I'm neither." So when he ran for vice-president of the student council, he got two votes. (The kid who won had promised to install a Coke machine in the halls, Demir said. I tried convincing him by saying that images of corporate America in school corridors had to win out. "Think of *The Ugly Duckling*," I urged.)

High school? For many, it meant drugs, sex, alcohol abuse, and nude posters in his locker. But for Demir, it meant the International Baccalaureate, an accelerated program for the exceptionally bright. Then his locker was vandalized—twice. He lost not just his jackets but his books, bags, notes—everything that I couldn't afford to replace or that could not be replaced. The thefts, random or not, accentuated his social rejection; he felt singled out, persecuted.

"I thought of killing myself today," he told me quietly the second time his things

were stolen. He became indifferent to his schoolwork, even hostile. He could debate the nature of the Bismarckian state with German professors at my university but managed to show only enough interest in high-school history to get a B.

It was not until his junior year that he made friends. No more summers spent in bed reading Camus and Joyce. Now he could go out. He could laugh. (With five chairs around a table and six people, he still was the one left standing. But things were improving.) He had found acceptance, but often at the price of neglecting school.

Still, he graduated third in his class of 52, with 37 International Baccalaureate points, including three 7's, the highest score. He earned outstanding scores in epistemology and the extended essay.

One teacher noted that his mark of 7 in English was one of only 50 or 60 in the world. Another said, "I learned more than I taught" in dealing with him, adding that Demir was "a scholar of the highest order [who] will bring honor to any college or university of which he is a part." Another found him "truly one of the finest students I have encountered in my 16-year teaching career. He epitomizes the highest qualities of our program, exhibiting creativity, intellect, and incomparable academic discipline. He is a 'student-scholar' in the truest sense of the word."

His grade-point average (non-IB) was only 3.69. He had a combined score of 1340 on the Scholastic Aptitude Test (720 in the verbal section) and 33 on the American College Testing Assessment. An adequate performance, but clearly not as exceptional as he was.

Time to travel, he said. "I want to study at the London School of Economics." He was admitted, but with no aid, and I, just entering the job market (for new Ph.D.'s), couldn't afford to send him. Not to worry, I said, any good college in America should be proud to have you.

I called an Ivy League college close by.

"What?" said the person in the admissions office. "Admitted to the LSE? Well, if he's good enough for LSE, he's good enough for us! Three 7's? He shouldn't have a problem. What? Well, GPA's aren't everything. No extracurricular activities? Well . . . that's not all we look for, you know."

A month later, after his interview, the guy who interviewed him told me he had never met anyone like Demir. "I interview hundreds of kids, and they're all the same," he said. "Your son is extraordinary, you know. He is truly a scholar." Encouraged, my son applied to the college, submitting two pieces as writing samples: one a humanist critique of skepticism (skepticism, he argued, denies epistemology; Kantian notions of knowledge may not be critical for leading a fully human life); the other, a comparison of Camus's, Kafka's, and Ibsen's treatment of society versus the individual.

I recently got a call from the college. They could not admit him; his high-school transcript was "average." What of his IB scores? Well, 7's were common, they said, and, besides, he had a 5 in math. (Did they know the value of an IB 5?)

DID THEY UNDERSTAND the relationship between his transcript and the dynamics of race? They knew about the thefts, they said. What about his evaluations from teachers? Actually, all that mattered was his grade-point average, they indicated. Intelligence equals grades equals learning; rules are rules. He should build up his credentials, perhaps at a state college, and then re-apply, I was told.

I wanted to ask why an Ivy League college should want its applicants validated by a state institution. What can some A's show that my son's record can't? Doesn't it matter that not many freshmen know about skepticism and existentialism, much less about the differences between them; know about not just Dali's art but also his politics? How many can refute accepted wisdom about the lack of a moral premise in Waugh; can distinguish Kurosawa's excesses from Bergman's? Don't intelligence and versatility mean anything? Or do Ivy League colleges in America not understand the difference between learning and grades? (Or should a bright but indigent third-world student not be insolent enough to apply to an exclusive institution with a large endowment?)

To give the college the benefit of the doubt, perhaps its response is emblematic of the larger malaise in American higher education. People seem to be losing sight of what knowledge and learning are all about—the ability to grow intellectually; to grasp the connections between distinctive

Continued on Following Page

LETTERS TO THE EDITOR

A Rush to Judge the Higher-Education Act

TO THE EDITOR:

The House-Senate conference on reauthorization of the Higher Education Act will not begin until mid-June, and it could be mid-summer before Congress sends the final bill to the White House and dares the "education President" to veto it.

Nevertheless, according to *The Chronicle* ("College Officials Say Politics and Budgetary Constraints Have Doomed Reauthorization Bill's Promise of Reform," April 22), a gaggle of lobbyists and consultants (some of whom should know better) have already rushed to judgment with the view that whatever the conference produces will be unsatisfactory: mere minor reforms and tinkering, incremental rather than radical change. "The forces of the status quo seemingly have won again," one pontificated.

Such judgments ignore the major substantive changes both bills make in almost every title of the Higher Education Act. For example, the final product of the conference will almost certainly include the following changes in federal student-aid programs:

- An overhaul of the Pell-Grant formula to target the neediest students more effectively. For the first time it would make the award tuition-sensitive, take more realistic account of living costs, and, as more funding becomes available, make more middle-income families eligible. Currently most eligibles from middle-income families receive the same award, whether they commute to their local community college or attend a four-year public or private institution in or out of state.

- Simplification of need analysis into a single system with a free federal form.

- Changes in the loan programs to provide more-flexible repayment options for low-income borrowers, while assuring eligibility for unsubsidized loans to all students regardless of income.

- A direct federal-lending demonstration involving some 500 institutions, which could set the stage for more radical overhaul of the loan programs in the future.

- Systematic strengthening of the roles of the federal government in program eligibility, the states in licensure, and the voluntary accrediting agencies in preventing program abuse and assuring academic quality.

- A broad authorization to promote early-intervention programs in

the states. This has the potential for leveraging far more sweeping reforms throughout the elementary and secondary schools than the Administration's oversold and underwhelming proposals. It would give at-risk students early opportunities to enter a college track, with counseling and mentoring to guide them through their school experience and the promise of college scholarships for all who complete the program.

Such changes cannot fairly be characterized as tinkering with the status quo. And the final act will include many more changes of significance, including substantial overhaul of the graduate-fellowship programs, the foreign-language and area-studies programs, and provisions to strengthen teacher education and recruit minorities into teaching.

In summary, the 1992 amendments to the Higher Education Act will make the most sweeping changes since the law was first enacted in 1965. How, then, can such landmark legislation be so shabbily dismissed?

One apparent cause is the loss of provisions making the Pell-Grant program an entitlement. . . . The higher-education community, which had long sought a Pell entitlement, was understandably disappointed. . . . Dropping the Pell entitlement was no betrayal, however; only a reluctant recognition that there is no practical way to achieve an entitlement under today's budgetary rules and restrictions, unless those rules are waived. In preparing its legislative recommendations for reauthorization a year ago, the American Council on Education sought the help of expert draftsmen, who advised that a Pell entitlement can only be accomplished by the sudden death of joint referral to the Ways and Means and Finance Committees.

The House and Senate education subcommittees had the same problem in shaping their bills. Their solution did not actually create an entitlement, it simply declared one. Both chairmen, Sen. Claiborne Pell and Rep. William D. Ford, planned to take their bills to the floor and challenge the Congress and the Administration to deliver on their rhetoric about the priority for educational opportunity. Unfortunately the Democratic leadership failed to support them, the White House threatened a veto, and the offending provision had to be removed to obtain bipartisan passage.

When the Democratic Congress

and the Bush Administration are mired in gridlock, unwilling to confront an urgent domestic agenda, it makes no sense to blame the bill for the loss of the Pell entitlement. That must await a future President committed to leading Congress beyond rhetoric to achieve the necessary investment in our human resources.

Blaming the bill conveys exactly the wrong message: "We may have a lot of nice new authorities, but they'll never be funded." The right message is:

"The reauthorization of the Higher Education Act represents major progress; now we have a lot of work to do. We must increase our efforts to hold Congress and the Administration responsible for fulfilling the promise of equal educational opportunity. If we do our work, the programs will be funded—some day, possibly, even a Pell entitlement."

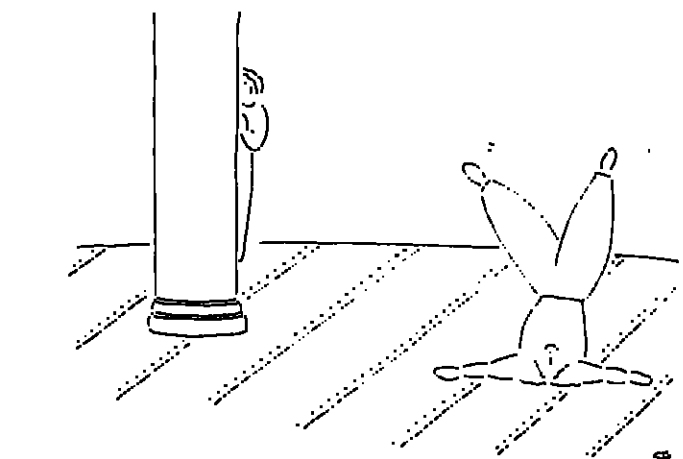
CHARLES B. SAUNDERS, JR.
Senior Vice-President
American Council on Education
Washington

Presidential war powers and free speech

TO THE EDITOR:

Donald L. Robinson's commentary, "Make the President's War Powers a Key Issue in the Fall Campaign" (Point of View, April 22), is worthy of praise. It sounds an important note in the present political situation of this country: The President's power has been overgrazed by placing a massive standing army at his disposal. The aims of the people of this country cannot be fairly represented or served solely through the political, business, and ideological interests of the executive branch. What is required in the face of world events is to foster the dissenting voice of political action and opinion. We must not be afraid to speak out against the overreaching policies of our appointed leaders and to resist the recent trend of equaling patriotism with nationalism and criticism with the lack of pride.

Our Constitution guarantees the right to a form of government fueled by common sense, debate, reason, and consensus. . . . Our Constitution expressly precludes any form of government that derives its authority from the intentions of our ancestors. For this reason I would caution Mr. Robinson on his appeal to the "framers." No matter how great their minds, the intentions of our forefathers



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THE CHRONICLE OF HIGHER EDUCATION

CUBBY

there are not adequate to the demands of representative democracy. It was with this implication that Thomas Paine's words in *The Rights of Man* denounce monarchic and aristocratic forms of government as ignorant. Such government ultimately stems from the age-old and irrational veneration of the individual's opinion. And this is tantamount to the worship of the dead and the correlative law of blood revenge.

If this seems a bit far-fetched, consider that the "intention" of the "framers" is closed to all but those who practice the art of conjuring spirits. Our political debates cannot be founded in necromancy. We have at our disposal, not the spirit of the constitutional framers, but only the words of a 200-year-old document. Accordingly, our concern ought properly to be with the gist and meaning of our original social contract. . . . We must question daily the value and the significance of our governing principles as they are represented in the words of our Constitution. We must put these words to the test. Or rather we must struggle to keep abreast of the many tests put to this document in the vicissitudes of history.

The Persian Gulf war is a recent case in point. Did this war promote the truth of our Constitution? . . . If, as Mr. Robinson's cogent commentary argues, the Persian Gulf war was an act committed in contradiction to the inherent principle of freedom vouchsafed by our Constitution, then such an act must be condemned. If the President's initiative in this war precluded the possibility of the people to declare war, this initiative obscured our most basic and concrete sense of free rule. To focus, as our President did, on whether we were willing to support our troops in this event further blinded us to the issue at hand, namely, Would a declaration of war constitute a reasonable pursuit of the public good? To take away from us the ability to declare our reasons before we act is to undermine our real power of self-rule. . . .

The question at hand is not whether our forefathers would be pleased by the actions of President Bush with respect to the events of the Persian Gulf war. Rather it is whether we should condemn his actions as a real threat to our contract for a free society. In the face of such events as the invasion of Kuwait our first responsibility as citizens of a representative democracy is not to wage war but to debate its declaration. . . . Where we have failed our Constitution in our

latest war is in circumventing the process of free speech whereby we were to form a consensus about our intentions and then declare those intentions to humanity at large.

DELANO ANDERSON
Assistant Professor of Humanities
Virginia Polytechnic Institute
and State University
Blacksburg, Va.

Ethnicity as an issue in college admissions

TO THE EDITOR:

Mary Crystal Cage has rekindled my long-standing interest in the conceptualization of race and ethnicity ("Claims of American-Indian Heritage Become Issue for Colleges Seeking to Diversify Enrollments," April 29). The article was full of unexamined assumptions and weird, anachronistic beliefs. The idea, for example, that American-born students who check the "Native American" box on standardized forms have "misinterpreted" the question is interesting and loaded with implications. On a group level, it can be argued that Cherokees may have a more valid claim to the category of native American than whites, blacks, Asians, or Hispanics, but this is unrelated to the question about any given individual. Blurring this distinction between group and individual is a political rather than a logical or genealogical move and can be rejected out of hand if one so desires.

What are the implications of blurring this distinction? First, it puts all non-Indians as interlopers regardless of how long their families have been in this country. Second, it allows other groups to similarly blur the distinction between group and individual identity so that Asians or Hispanics who have been in the United States for generations are lumped together with recent immigrants. (One of the odd social consequences of this is that recent immigrants can benefit from programs designed to redress inequities in American history.) Third, it denies that there is an American ethnicity. Given the fine-tuning of regional ethnicity on standardized forms, this makes the United States unique in the world.

The assumption making these beliefs possible is that race and ethnicity are carried in the blood. A person is quoted in the article as saying he is one-sixteenth Irish. What an odd notion! Going back one generation, I am "one-half" New Yorker and "one-half" Pennsylvanian. The idea that one can be part New Yorker is as

OPINION

ridiculous as the idea that one can be Irish. Or as non-sensible. Does New York blood surge through my veins? If New York offers scholarships to its residents, can I claim that I am New York blood whereas I am not? This all sounds very much like Mark Twain's *Pudd'nhead Wilson*, in which the "white" and the "black" baby were mixed up at birth.

The University of Colorado has taken this notion to its National Socialist extreme by asking to see people's "certificate-of-blood cards." Does the university also uphold octocolor laws? Of course the University of Colorado is not entirely in favor of biological determinism—it also has a human bent, which is incorporated into a committee that reviews essays written by purported Indians to see if they have enough blood to think like Indians think; to see if the culture is still in the blood or if it has become so thin that it supports the Indian viewpoint.

Not only is this sloppy, it is also limiting that university admission committees have views so similar to those held by skinheads, Nazis, and Ku Klux Klan members.

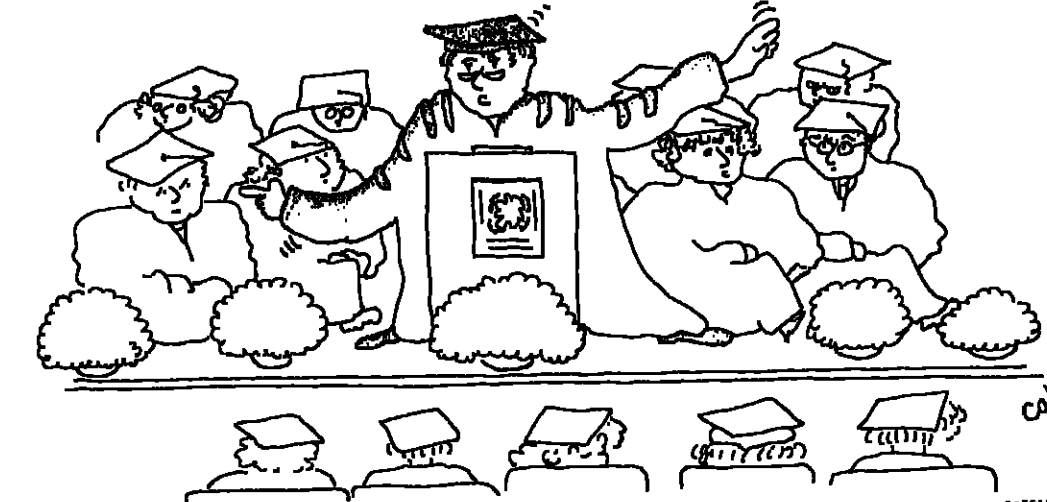
JOHN SUMSER
Assistant Professor
of Mass Communication
California State University—Stanislaus
Turlock, Cal.

Secular rationalism is religion

TO THE EDITOR:

Irving Kristol ("Secular rationalism has been unable to produce a compelling, self-justifying moral code," Quotable, April 22) certainly has a right to sing the praises of "Judeo-Christianity" and to ignore facts like the following: that 1 percent of the American population controls more wealth than the bottom 90 percent, that unemployment is widespread, that many are homeless, that teachers are being fired at the same rate that educational needs are unmet, etc.

I don't think, however, that he has a moral right to say that "today, in our academic and intellectual circles, Nietzsche and his disciple, the Nazi sympathizer Martin Heidegger, are almost unanimously regarded as the two philosophical giants of the modern era." This is a blatant falsehood that shatters all who comprise our "intellectual and academic circles" with suggestions of sympathy to Nazi



THE CHRONICLE OF HIGHER EDUCATION

"He's very good at commencing, isn't he?"

ideals. Like other right-wing critics, Kristol appears to revel in the making of crude accusations about academics that have no foundation in truth. Most academics have probably not read either Nietzsche or Heidegger, and among philosophers, only a minority are followers of them. A look at philosophical books, journals, and convention programs would show a significant diversity of thought and belief. It would not show "almost unanimous" high regard for these or any other particular thinkers.

It is surprising that *The Chronicle*, which in the same issue takes great care to present accurate information about faculty salaries, would choose to devote an entire half page to reprinting a speech that contains such unfounded distortions about faculty beliefs and values. I doubt that you'd publish a piece saying that all faculty are millionaires. Why be less scrupulous about publishing something that makes equally baseless claims about the beliefs of academics?

STEPHEN NATHANSON
Professor of Philosophy
Northeastern University
Boston

TO THE EDITOR:

Irving Kristol must surely not have bothered to read John Dewey's 1934 book *A Common Faith* as a preparation for his trashing of it. Kristol has his straw-man Dewey arguing, in the style of Kant and the Enlightenment, for "a faith in the ability of reason to solve all of our human problems, including our human need for moral guidance."

Dewey, in fact, rejected Enlightenment rationality along with its sci-

entism, its view of nature as machine, and its confidence that all human problems are open to resolution. In its stead he called for refinement and reconstruction of existing institutions, including religious ones, in order to liberate their values from the encrustation of class, economic, and private interests.

Contrary to Kristol's absolutist rendition of it, Dewey's outlook was fallibilistic. It was not Dewey's view that "man can define his humanity and shape the human future by reason and will alone," nor did he claim to have produced a "self-justifying moral code." Dewey argued instead that the method of intelligence, the method that had worked well in the scientific-technical disciplines, the arts, law, and elsewhere, was self-correcting and could be used to reconstruct existing moral codes.

Trashing Dewey seems to have become one of the favorite indoor sports of the fellows at the American Enterprise Institute. Perhaps the AEI should invest in a couple of sets of Dewey's collected works. Were Kristol actually to read Dewey, and some of the other authors he habitually misrepresents, then he and the AEI might be spared further embarrassment. Until then, those of us who do read Dewey's work will continue to be embarrassed for them.

LARRY A. HICKMAN
Professor of Philosophy
Texas A & M University
College Station, Tex.

TO THE EDITOR:

The Irving Kristol "Quotable" . . . is typical of a conservative think-tank philosophy. He first assumes that a religious context, specifically Judeo-Christian morality, is necessary to support Western civilization and to resolve societal problems. He then proposes a "capitalist future" as the solution to the problems before us. Secular humanism and socialism, culturally nihilistic, will not work.

His ethnocentric focus on Western civilization ignores the status of the whole world where pure survival, not a religious purpose, is the force ultimately affecting everyone. There is no one political system or religious philosophy that is going to correct societal problems. The "common people" who are the "bedrock of bourgeois capitalism," are also found all over the world stabilizing any system. In one paragraph, he states that a bourgeois property-owning democracy will prevail against the "lunacies of its intellectuals and artists." In the next paragraph he insists that prospering depends on the creativity expressed in religion and the arts.

Besides this apparent contradiction, Mr. Kristol overlooks the weak-

nesses manifest in a capitalist system, especially in the United States: disproportionately wide separation economically and socially between the classes, racial strife, unfair and excessive taxation, extensive unemployment and homelessness, unaffordable and unavailable health care, unrealistic energy and conservation policies, and an increasingly unstable national economy. He also sees the collapse of socialism as the "vindication of a market economy." (As though our market economy is really working!) To compare the repressive state dictatorships of the Eastern bloc with the forms of socialism present in other countries and espoused here by Norman Thomas and Eugene Debs is to be naive and even contemptuous.

The problem we face as educators and, dare we say, "intellectuals" is to cultivate a broad view of human society in which we do not egotistically prescribe a cure-all in the form of a narrow religious, philosophical, or political system. We must develop learned and critical thinkers who will be able to perceive the whole human system. These persons, be they intellectuals or "common people," will work toward improving society by doing whatever it takes politically, religiously, socially, and economically to make viable any system, be it Western or otherwise.

ROBERT M. CRAIG
Instructor of Education
Indiana University
Bloomington, Ind.

TO THE EDITOR:

What are the "compelling, self-justifying" moral codes that Western religions have created, but that "secular rationalism" with its reliance on human reason "has been unable to produce"? Surely not the moral code of orthodox Christianity—not, at least, if St. Thomas Aquinas is to be believed. According to him, reason is fully capable of grasping the nature of virtue. The Christian moral code is similar to that of rational individuals anywhere.

So we don't need to turn to the "avant-garde of modernism" for the idea that "rational philosophy could be relied on to come up with a code that, if not identical with religion's, would be sufficiently congruent with it that the practical moral effect would be the same." This is the opinion of Christianity's greatest interpreter.

Although there undoubtedly are some differences between the Christian moral code and that of secular humanism, a more salient difference is the means relied upon to fulfill life's purpose. Christians think true fulfillment comes only through God's grace, whereas we secular humanists

see nothing better to rely upon than human resources.

I doubt however that any sensible person, Christian, humanist, or otherwise, thinks there is something that will "solve all of our human problems" (as Kristol falsely describes humanism's attitude toward reason).

Kristol is right, of course, to worry about the current state of morals. (When, after all, has this not been a valid concern?) But his ultimate objective seems no loftier than providing a religious groundwork for "bourgeois capitalism." And isn't that the sort of thing Western religions have considered idolatrous? Sorry, but I just don't get it.

TERRY L. SMITH
Professor of Philosophy
University of the District of Columbia
Washington

TO THE EDITOR:

Irving Kristol decries what he sees as the failure of secular rationalism and/or secular humanism to provide a moral code. . . .

The most important issue for thinking people remains: Does religion provide a world view that conforms to truth? That is, is it true?

If not—and "not" is my conviction as an atheist and freethinker—then it is shameful to attempt to develop a moral code for living based on falsity (whether fraud, myth, superstition, or sheer inanity). No matter how well-intentioned the code, if religion is simply superstition that has not yet been fully exposed, then it is wrong to point to it for guidance. In point of fact, however, many have developed ethical codes based on human and natural, not supernatural, values. Such values can teach right and wrong about killing, stealing, and the like, without resorting to religion.

Though I am surely in no position to lecture Irving Kristol on such names as Ayn Rand, I can and do argue that the purported failure of secular ethics is only in failing to become deep-seated or successful, and, moreover, that such a failure cannot and does not impugn its truth. On the contrary, we "secular humanists" could argue that it is more likely the mystifications of religion and irrationality that produce the confusions of today.

Beside religion's being dangerous, there is insufficient reason to adopt the superstition of primitives as a guideline for living. Human beings invented religion, and we can just as well synthesize something more useful: a workable, guiding code of ethics, with notions of right and wrong, based on human social needs. We should favor open inquiry for the truth, and if the consequences are regrettable—such as giving up on our wishful thinking for eternal life—then let the religions fall where they may.

MICHAEL W. ECKER
Associate Professor of Mathematics
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The large volume of letters to the editor of *The Chronicle* prompts this suggestion: Limit the length, where possible, to 500 words. In the competition for space, short letters must sometimes be given preference. Letters may be condensed.

Send them to: Letters to the Editor, *The Chronicle of Higher Education*, 1255 23rd Street, N.W., Washington 20037. Please include a daytime telephone number.

How the System Failed My Exceptionally Gifted Son

Continued From Preceding Page

aspects and levels of social reality; to form the capacity for lucid articulation, self-actualization, and creativity.

INSTEAD, they seem to be engaged in an Oliver Twist-like quest for more: for admissions offices, it is more students with more A's on their transcripts; for faculty members, it's more books, articles, and papers on their vitae; for administrators, it's more money in their endowments. Never mind the resulting loss of creativity and spontaneity, the confusion between numbers and value, and the growing inability to distinguish the truly gifted individuals from those who just play the game and earn good grades. Let's just have more! If one casualty of this unholy crusade is an extraordinary young person, especially one of color, so be it.

I console myself that a parallel exists be-

tween the Ivy League college's response to my son and the written response of a young person with whom Domir shared this poem, written when he was 15:

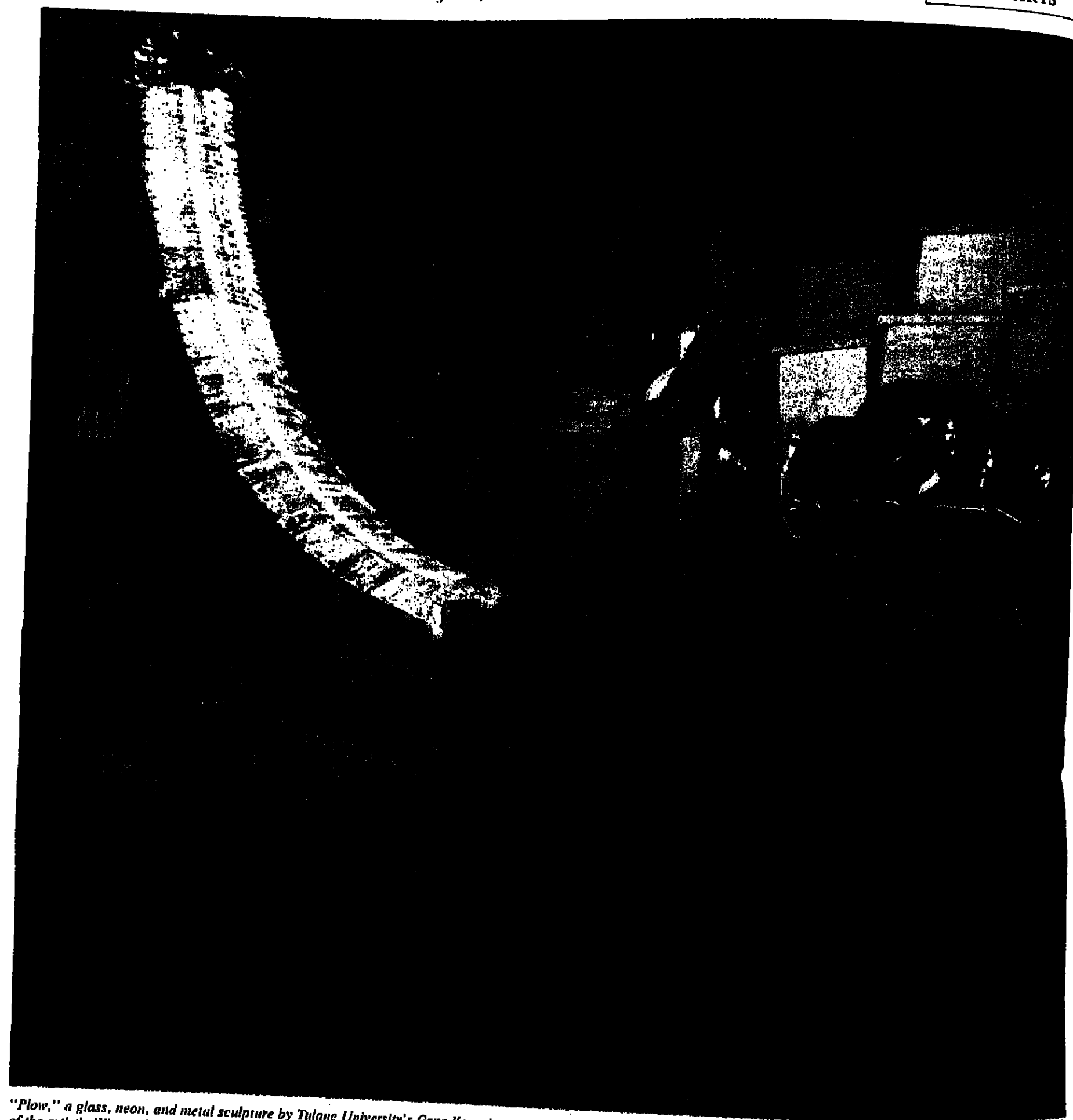
Gather up the force of reason
Turn back love in every season
Could love be dulled with opiate hands
And quickly trapped in iron bands?
The prison then would reach the skies
But love would once again be freed
By human eyes . . .

"What is this writing?" the friend wrote back eruditely. Today, this person is attending an Ivy League college on a full fellowship.

Clearly, even in this country, colleges do not always recognize or value exceptional people.

Asma Barlas is assistant professor of politics at Ithaca College.

"I'm always very interested in how to get energy moving in a class and how to get good sculpture out of students—how to make them think creatively."



"Plow," a glass, neon, and metal sculpture by Tulane University's Gene Koss, is one in a series of pieces recalling the farm machinery of the artist's Wisconsin childhood. Mr. Koss cast glass blocks for the piece at Tulane, assembling them later at his studio downtown.



JERRY WARD, TULANE U.

An Artist Whose Sculptures Represent Three-Dimensional Contradictions

Tulane's Gene Koss, who enjoys turning students on to glass making, is working to build a national reputation for his unusual program

By Lawrence Blenmiller

NEW ORLEANS
CALLING GENE KOSS A SCULPTOR is accurate only because a word to describe him more precisely hasn't been coined yet. For starters, he works in glass—an unusual medium for any sculptor, but especially one who intends his creations to be displayed outdoors. What's more, many of Mr. Koss's most recent pieces have been modeled on enormous farm machines—harvesters and hay loaders and plows—that are as sturdy as glass can be, as substantial as Mr. Koss's interpretations of them are surreal.

Mr. Koss, who is an associate professor of art and head of the glass program at Tulane University's Newcomb College, casts sculptures that appeal on many levels. From a distance, they are strikingly simple and clean of line; up close, the blocks of glass that make up each piece have rugged and unique surfaces, rich to the touch; suspended within are colored elements in intriguing combinations and shapes. And while Mr. Koss makes no effort to conceal the steel frames that support his glass blocks, the blocks themselves are laid so that only their narrow edges are visible—their depths remain mysterious. At night, the pieces defy the darkness to which other glass succumbs, glowing instead from the light of neon tubes that run within them.

Indeed, if there were a word to describe Gene Koss precisely, it would have to mean something like "an artist who pairs contradictions in three dimensions." It would also have to mean "teacher": He says he enjoys the challenge of turning students on to glass making. And it would have to mean "moving force" as well, because he has worked hard to build a national reputation for Tulane's glass program.

Mr. Koss has been a faculty member at Tulane since 1976, when he was hired to teach both glass and clay. He let his interest in clay wane, he says, because "I couldn't make a name for myself in both, and glass was more exciting."

"I tell students to try lots of materials and find the right one to express the ideas they have," he says, leading a visitor down a stairway in a disheveled art building here. "Glass was right for my ideas."

Mr. Koss unlocks his office. Just inside the door is a wall covered with photographs and postcards and notes and colored beads and bits of wire and old leaves. "This is my thinking space," Mr. Koss says, "so I make sure I have to look at things as I come in."

Among several models in the cluttered office is a study for a large piece called "Gyp's Wagon"—a sturdy line of square-edged glass blocks supported on two impressive metal wheels. When he was a child, Mr. Koss says, Gyp was a work horse on his family's dairy farm in Mindoro, Wis., population "about 250." Another model is for a large, neon-lit sculpture called "Night Harvester"—an illuminated line of rounded blocks riding on three wheels and attached at one end to a metal



JERRY WARD, TULANE U.

Because each block in "Plow" was cast and finished separately, each has a unique surface texture, as well as different—and differently colored—interior elements.

shape that might be the cab. "Often farmers work late at night," Mr. Koss says, "and you see these things floating in the fields."

Also in the office is an older sculpture in which glass seems to drip over a sharp-toothed and somewhat frightening steel contraption that Mr. Koss refers to simply as a "gizmo." He adds: "This piece is kind of technical, but it didn't say much that was artistic. I got panned on that show, which was good for me. I reached inside and I found something more humanist."

What he found was the beginning of what seems to have become a whole series of farm-implement pieces—pieces that are "for the working-class people" like those back in Mindoro. Mr. Koss admits, however, that when he goes home in the summer "to kinda renew, refuel ideas," people in Mindoro don't say much about his work, not even now that he's had a one-man

show in a New York gallery. "I don't think they understand it," he says. "To them, my work was legitimate when it made money, which has nothing to do with making art."

Mr. Koss became interested in clay and glass in the early 1970's at the University of Wisconsin at River Falls, where he had intended to study agriculture and engineering. Instead, he began taking classes with a ceramicist, Doug Johnson. "He's a clay man who has produced about five people in glass," Mr. Koss says.

Nowadays, Mr. Koss is "very structured" about dividing up his time. "My art's No. 1," he says, but during the week he can usually find only a little time to draw. "I take my teaching real seriously," he says, heading into the university's glass shop, where yellow-hot pools of glass wait

in insulated warming tanks. "I'm always very interested in how to get energy moving in a class and how to get good sculpture out of students—how to make them think creatively."

"I'm also interested in building a name for Tulane and for the students who come here to work," Mr. Koss says. One of his proudest achievements is the glass shop itself, a handsome and versatile facility nestled into an unlikely triangular space between two art buildings and a maintenance structure. The shop has three work stations and seven annealing ovens, which cool finished glass pieces gradually to prevent them from cracking. An alumna, Margaret Pace Willson, gave \$150,000 for the shop in 1976. The university recently unveiled plans to renovate and expand its art facilities, and the improvements are expected to include additional space for the glass program's other needs, including better cutting and grinding rooms.

Mr. Koss reserves Saturdays, Sundays, and summers for his own art. Frequently he works with Michael Bray, the glass shop's technical wizard, or with a mechanical engineer, Chris Greve, or another assistant, Scott Sirgo. "I'm like a mini construction company," says Mr. Koss, who casts the glass for most of his pieces at the Tulane shop.

A good day's run might produce eight large blocks or twice as many smaller ones, all cast in molds shaped to fit whatever piece is in production. He casts half again as many blocks as he needs for a given piece, to allow for breakage and for leaving out blocks he doesn't like.

The sculptures are assembled at an old ironworks that serves as Mr. Koss's studio. It is crowded with custom-built packing crates, cabinets, a forklift, a belt sander, a lathe, and other necessities of large-scale sculpture. "A lot of my creations are incredibly expensive to pull off," Mr. Koss says. "I have four big pieces in the studio now—that's a lot of money: tied up." When he gets far enough along with an idea to know that he's serious about it, he discusses it with his dealer, Arthur Roger, who has galleries here and in New York. "I can't afford to go wrong with a major piece," says Mr. Koss, "not when it costs \$17,000 or \$18,000 to build."

Mr. Koss had his first solo New York show at the Roger Gallery this past winter. Now, he says, he is sketching daily and looking each day at the previous day's efforts, "thinking about what's worth fabric and time." Recently he's been drawing live oaks in Audubon Park, across St. Charles Avenue from Tulane. He says he's particularly fascinated with the way the trees' branches hang down and touch the ground. But he's also been telling people that sooner or later his farm-implement pieces are going to have moving parts. And he knows of a huge old piece of railroad equipment that he'd like to buy. It's rusting over by the levee now, and it intrigues Mr. Koss every time he sees it.

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- Michigan 12, 14, 15, 26, 28, 33
- Minnesota 12, 15, 21, 38
- Mississippi 10, 15, 20, 27, 30, 31
- Missouri 10, 11, 16, 17, 22, 26, 27, 29, 30, 32, 35
- Montana 11, 16, 30, 32
- Nebraska 11, 13, 19, 30, 36, 29, 33, 39
- Nevada 17, 23
- New Hampshire 9, 22
- New Jersey 16-18, 22, 23, 26, 28, 35-37
- New Mexico 14, 20, 27, 35
- New York 9, 10, 12, 13, 16, 18, 19, 21, 25, 26, 28, 30, 31, 33, 34, 36, 37
- North Carolina 10, 11, 23, 26, 27, 34
- North Dakota 27, 28, 30, 35, 39
- Ohio 11, 13, 25, 27, 31, 34, 35
- Oklahoma 9, 31
- Oregon 14
- Pennsylvania 10, 12, 15, 17, 18, 22, 27, 30, 32-37
- Rhode Island 21, 28, 35
- South Carolina 8, 11, 25, 28, 31, 37
- South Dakota 11-13, 18, 21, 25
- Tennessee 12-14, 16, 19, 28, 30, 32, 38
- Texas 10-15, 19, 22, 23, 25-28, 30-32, 34, 37, 39
- U.S. Territories 33
- Utah 8, 13, 25, 38
- Vermont 10, 12, 13, 15, 19, 25, 28, 30
- Washington 13, 17, 18, 20, 22, 29, 34, 39
- West Virginia 13, 37, 39
- Wisconsin 13-15, 25, 28, 30, 31, 35, 36
- Wyoming 20

BULLETIN BOARD: Positions available



THE UNIVERSITY OF PAPUA NEW GUINEA

PROFESSOR OF ECONOMICS - W041001

Applicants should be distinguished Economists with a strong record of Publications in Economics; Mathematical Economics and advanced economic theory. The person should be able to provide outstanding academic leadership in Teaching and Research and promote localisation of staff positions.

SENIOR LECTURER/ASSOCIATE PROFESSOR IN PSYCHOLOGY - W151001

Applicants should hold a PhD in Psychology with emphasis in Psychological testing. Some teaching experience in Personality and Social Psychology is essential.

LECTURER/SENIOR LECTURER IN ACCOUNTING (4 POSITIONS) - W041023, W161012, W161013, W161014

An advanced degree is required, and professional certification preferred. All areas of specialisation will be considered with specialisation in either EDP or financial Accounting or Quantitative methods being an advantage. Appointments will normally be for an initial renewable contract period of 3 years. Appointees will have to commence in early 1993.

LECTURER/SENIOR LECTURER IN GEOLOGY - W071003

Geology Department anticipates a vacancy at Lecturer/Senior Lecturer level specialising in clastic sedimentology. Familiarity with petroleum geology an advantage. PhD required.

Applications close on the 12th June, 1992.

	SALARIES
Lecturer	K25160 - K30595 per annum plus 25% gratuity
Senior Lecturer	K30595 - K37990 per annum plus 25% gratuity
Associate Professor	K42575 - K46120 per annum plus 25% gratuity
Professor	K49955 per annum plus 25% gratuity

Applications will be treated as strictly confidential and should include a full Curriculum Vitae, a recent self photograph, the names and addresses of three referees and date of availability. In order to expedite the appointment procedure, applicants are advised to contact their referees to send confidential reports directly to the University without waiting to be contacted. Applications should be forwarded to the Deputy Registrar (Staffing), P.O. Box 320, University Post Office, Papua New Guinea. L. IMAO (MR), REGISTRAR

FINANCE POSITION Fall 1992

A tenure track position (rank open) in the Finance Department has been approved for Fall 1992. Ph.D. or DBA from an accredited institution required. ABD considered for a visiting position. Preference will be given to candidates with interest in insurance/risk management, particularly in the health care field. Industry experience helpful.

Quinnipiac College is located on an idyllic campus in Hamden, Connecticut, a suburb of New Haven. The School of Business is one of four schools in the College and offers programs to over 850 undergraduates and 250 MBA students in all business areas including health administration. There are 35 full-time business faculty. Construction has begun on a new building for the School to be opened in 1993.

The salary and benefits are competitive. The appointment will be made at a level commensurate with qualifications and experience.

Applications with curriculum vitae and names of at least three references will be reviewed beginning May 15, 1992, and the search will continue until a suitable candidate is appointed. Materials should be forwarded to: Dr. Roger A. Strang, Dean, School of Business, Quinnipiac College, Hamden, CT 06518. Fax: 203-281-8664. An equal opportunity employer. Minor candidates are encouraged to apply.



THE UNIVERSITY OF AUCKLAND New Zealand

LECTURESHIP/SENIOR LECTURESHIP IN ARCHITECTURE

Department of Architecture
School of Architecture Property & Planning
(Vacancies UAC-155, 156, & 157)
Applications are invited from suitably qualified and experienced candidates for appointments as Senior Lecturers/Lecturers in Architecture with particular emphasis on Construction & Technology (2 positions) and Design (2 positions).

While there is a stated focus for each vacancy, consideration will be given to applicants' abilities to contribute to other subject areas of the Department's programme and in particular to specialist studio-based design teaching.

Applicants should hold appropriate post graduate qualifications and have an interest in both undergraduate teaching and supervision of the work of graduate students. The Department encourages applications from females and ethnic minorities represented in New Zealand and will actively consider proposals from applications for full-time appointments at 0.5 full-time.

VACANCY UAC-155
Lecturer in Architecture (Construction & Technology - Minorities)
Applicants should have architecture and/or engineering qualifications and significant professional experience with a considerable background in architectural design, construction and computing.

VACANCY UAC-156
Senior Lecturer in Architecture (Construction & Technology - Environmental and Services)
Applicants should have developed research interest in the design and through-life assessment of large multi-storey buildings from an architectural or building services background and research and teaching experience in one or more of the following subject areas: daylighting design, advanced low-station systems, energy modelling and technology assessment, noise control, computing, integration of building services with design and construction.

VACANCY UAC-157
Senior Lecturer in Architecture (Design) 2 positions.
Applicants should have qualifications and experience in teaching and research in the practice and execution of aspects of contemporary architectural urban or landscape design. Skill in relating this experience to current theoretical, cultural and societal issues or to managing a design team is required. Aspects to be covered in teaching at undergraduate and postgraduate level will include the theory, practice and criticism of design, its social representation and development and its techniques of presentation.

Commencing salary will be established within the range \$NZ\$27,440-\$NZ\$49,089 per annum (Lecturer), or \$NZ\$32,608-\$NZ\$52,044 per annum (Senior Lecturer). Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom 3 copies of applications should be forwarded by 17 July 1992.

Please quote relevant Vacancy Number in all correspondence.
A LECTURESHIP IN THE GEOLOGY OF MINERAL DEPOSITS
Department of Geology
(Vacancy UAC-159)

Applications are invited for a Lectureship in the Department of Geology. Applicants must have a research degree at least at Master's level in Earth Science (preferably a doctorate) with experience in some aspect of igneous geology, applied or economic geology, mineral exploration and resource assessment. Expertise in microscopy and an industry background are desirable.

The successful applicant will be required to teach courses within the Schedules for the degrees in Geology and Applied Geology (Faculty of Science) and in Mining Engineering (Faculty of Engineering) and will also be expected to develop a personal research programme and supervise graduate students. Commencing salary will be established within the range \$NZ\$27,440-\$NZ\$49,089 per annum.

Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag, Auckland, to whom 3 COPIES of applications should be forwarded by 20 July 1992.

Please quote Vacancy Number UAC-159 in all correspondence.
LECTURESHIP/SENIOR LECTURESHIP (Three Positions)
Department of Accounting & Finance
School of Commerce & Economics
Commerce Division (Vacancy UAC-160)

To cater for increasing demand for university places in Auckland the University is developing a new campus at Tāmaki. Teaching commenced in 1991 with a stream of B.Com students. 1603 courses which will be offered at Tāmaki. Teaching and research span all areas of financial and management accounting. Applicants should have a higher degree with either a successful record of teaching and research or with appropriate professional experience.

Commencing salary will be in the following ranges: Senior Lecturer \$NZ\$25,000-\$NZ\$39,000 per annum; Lecturer \$NZ\$23,740-\$NZ\$40,089 per annum. Conditions of Appointment and Method of Application are available from the Assistant Registrar, Academic Appointments, University of Auckland, Private Bag 9501, Auckland, to whom 3 copies of applications should be forwarded as soon as possible but no later than 5.30 p.m. 5 AUGUST 1992.

Please quote Vacancy UAC-160 in all correspondence.
The University of Auckland
An Equal Employment Opportunity Employer

OXFORD ENGLAND

Major Educational Campus
For Sale
Pasture location with
Touching, Sports and
Residential Facilities.
Details: President
FAX: 34-805-32766

FRANKLIN COLLEGE SWITZERLAND

Seeks Art Historian for the Fall of 1992.
Franklin College is a small, four-year, regionally accredited, Liberal Arts College situated in the southern part of Switzerland.
The person sought should be committed to undergraduate teaching and should be able to cover the following areas: Art History Survey, Italian and Northern European Renaissance, Mannerism and the Baroque.
Candidates, preferably holding a Ph.D., should apply in writing, or by fax, including the names of two referees, to:
Professor Brian Stanford
via Ponte Tresa 29
CH 6824 Sorengo/Lugano
Fax: Switzerland (41-81) 64.41.17

Relationships within the institution and with all alumni are essential. A bachelor's degree and five years' administrative experience in alumni relations or volunteer experience required, with an earned graduate degree or its equivalent preferred. A view of applications begins June 8, 1992, and will continue until the position is filled. Candidates should submit a letter of interest, curriculum vitae, and names of three referees to: Vice President for Academic Affairs, Franklin College, 95 College Street, Troy, New York 12180, AA-EDS.

A Bulletin Board notice will quickly put you in touch with the best prospects for the positions you have available.

Hays State University, Hays, Kansas. Bachelor's degree minimum requirement. Other requirements include strong interpersonal skills; problem solver; and communication skills; interaction with diverse populations; and academic excellence; good record of independent and group work; some experience in independent and group work; some experience in independent and group work; some experience in independent and group work.

Archivist Project Archivist. University of New Hampshire Library. Project Archivist/Assistant Professor. Responsible for development and management of university archives, which contain records of the university, its history, and its development. Includes collection, description, and maintenance of records, and the development of policies and procedures for the management of records.

Assistant Professor. University of New Hampshire Library. Project Archivist/Assistant Professor. Responsible for development and management of university archives, which contain records of the university, its history, and its development. Includes collection, description, and maintenance of records, and the development of policies and procedures for the management of records.

Animal Science Meat Technology Coordinator. University of New Hampshire. Position involves coordination of meat technology program, including instruction, research, and extension. Requires a Ph.D. in Animal Science or related field, and experience in meat technology. Salary range \$24,000-\$32,000 per annum. Applications should be sent to: Dr. John W. Ross, Department of Animal Science, University of New Hampshire, 250 South Main Street, Durham, NH 03824.

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VERMONT LAW SCHOOL

Assistant Director of Admissions

The Position: The Assistant Director of Admissions assists the Director of Admissions in planning and coordinating student recruitment programs, including special outreach programs for minority students, interviewing and counseling prospective students, evaluating applications and recommending admission to the law school. The Assistant Director of Admissions is responsible for the selection of new students, representing the Law School at graduate faculty and professional events, communicating with law school faculty and law school administrators, preparing correspondence, overseeing admissions operations in the absence of the Director, and other significant responsibilities. The Assistant Director of Admissions is also responsible for testing and analyzing data, preparing statistical reports, and the developing strategy for marketing and enrollment management. Travel is required, especially in the fall.

Qualifications: We seek an individual with strong analytical, interpersonal, and communication skills, with excellent writing and oral skills. Public speaking and supervisory experience is helpful. Previous admissions experience is particularly at the graduate level, and familiarity with legal education are desirable but not essential. Experience in research, design and computerized data management and analysis is preferred, as is a law degree or a graduate degree in a field involving statistical research and analysis.

An independent law school and the only law school in Vermont, VLS is situated on a beautiful New England village near Hanover, NH, home of Dartmouth College, and within driving distance of Boston, New York, and Montreal. For the 11th class entering this year, the Law School received 2,600 applications for 104 openings. With 350 students from 40 states representing over 200 undergraduate schools, Vermont Law School features an excellent faculty, distinctive special programs including a nationally recognized environmental law program, and a unique campus in a historic village.

Applications should be mailed by June 19 to:
C. John Freeman
Associate Dean & Director of Admissions
Vermont Law School
P.O. Box 60
South Royalton, VT 05068

Review of applications will begin immediately. The position is available August 3, 1992. Salary negotiable; excellent benefits.
Vermont Law School is an Equal Opportunity Employer and encourages applications from women and minorities traditionally underrepresented in the legal profession.

Director of Admissions

Cornell's Johnson School seeks an experienced professional to join its student affairs team. This individual will manage all aspects of its M.B.A. admissions office, the main duties including planning, marketing, staff supervision, and directing the process that selects each year's class. The ideal candidate will have administrative experience in either higher education or business, some knowledge of business education, outstanding interpersonal skills, energy, flexibility and a willingness to travel. An advanced degree in business, higher education or counseling is preferred. Please send a resume and a letter explaining your interest in this position to: James W. Schaefer, Associate Dean, Johnson Graduate School of Management, Cornell University, 314 Mott Hall, Ithaca, New York, 14853.

CORNELL UNIVERSITY

Affirmative Action/Equal Opportunity Employer

Associate Director of University Development College of Business Administration Tennessee Technological University

The Associate Director manages the College of Business Administration's fund-raising program which emphasizes major gifts. Other responsibilities include supervising the annual fund, developing an annual plan and budget, and corporate relations. The successful candidate must have good communications and interpersonal skills, and two years of business management experience and knowledge of development fundraising, or two years of primary fund-raising/quid, MBA preferred. Position open July 1, 1992. Initial screening resumes and phone interviews of three professional references; and a personal interview of the candidate. Send resume, name, address and phone number of three professional references to: Mr. Michael Poole, Director of University Development, TTU, Box 5047, Cookeville, TN 38505. TTU is an AA/EEO Employer.

Nursing Two faculty tenure-track positions, Fall 1992. Medical-Surgical, Master's level. NIAA/AA/EOE. The successful candidate will be responsible for the specialty area (consultation given to specialty area) and will be responsible for clinical practice, teaching experience, research or service in the specialty area. The successful candidate will be responsible for the specialty area (consultation given to specialty area) and will be responsible for clinical practice, teaching experience, research or service in the specialty area. The successful candidate will be responsible for the specialty area (consultation given to specialty area) and will be responsible for clinical practice, teaching experience, research or service in the specialty area.

Nursing The College of Nursing at the University of North Dakota seeks applications for the position of Director of the Graduate Nursing Program. The successful candidate will be responsible for the specialty area (consultation given to specialty area) and will be responsible for clinical practice, teaching experience, research or service in the specialty area. The successful candidate will be responsible for the specialty area (consultation given to specialty area) and will be responsible for clinical practice, teaching experience, research or service in the specialty area.

PLANNED GIVING OFFICER

AMERICAN CANCER SOCIETY

MICHIGAN DIVISION, INC.

Applications and resumes are invited for the position of Planned Giving Officer for the American Cancer Society, Michigan Division, Inc. The Planned Giving Officer's responsibilities include: planning, organizing and implementing planned giving activities conducted on behalf of the American Cancer Society, including marketing, one to one solicitation, seminars, etc. In addition, the Planned Giving Officer will become involved in other major gift programs as assigned. The Planned Giving Officer reports to the Vice President of Development.

This position requires strong organizational, communication and interpersonal skills, as well as a high energy level and the ability to meet people easily. The individual who seeks this position must be a self-starter with a high degree of accountability. A strong background in direct sales is preferred. Frequent travel and work on some weekends and evenings is expected.

A Bachelor's degree in business administration, finance, economics, or a related field, or equivalent is required.

The salary is competitive and based upon qualifications. Please refer resumes/cover letters to:

Gregory P. Bonagura
Vice President of Development
American Cancer Society
Michigan Division, Inc.
1205 East Baginaw
Lansing, MI 48206
(313) 371-2920

ST. MARY'S UNIVERSITY DIRECTOR OF ANNUAL FUND

The Director of Annual Fund will oversee annual fund-raising efforts (individual, corporate and foundation) for St. Mary's University. The Director will also oversee the information systems area for development (gifts/volunteer/donations, data management, and fund management). The Director is responsible for managing the annual fund program operations. This includes the following: developing the annual marketing plan, the annual phone-a-thon, the annual campaigns (corporate, internal, parents, friends, and alumni) recruitment and training of volunteers, and is responsible for budgets, staff supervision, and day-to-day operations. The Director also must have a working knowledge of word processing, computer and data operational systems. The Director will assist the Vice President of University Relations and assist the Vice President with trustee and volunteer relations and prospect research. Requires three to five years' annual fund management with a proven track record. Candidates must also be able to write clearly and communicate with a variety of people; must be results oriented; possess an understanding of teamwork and marketing as it applies to annual fund. Experience in institutions of higher education is preferred and candidates must have excellent benefit programs. Please send resume and letter explaining your interest in this position to: Mary C. Bailey, Director of Personnel, St. Mary's University, One Camino Santa Maria, San Antonio, Texas 78228-8555. Application deadline is June 15, 1992. An EEO/AA Employer.



You can send your ad copy to The Chronicle's Bulletin Board anytime!

By Telex:
Just dial the Chronicle's Telex number (89-2505) and send your ad copy as you would send any other Telex message (by typing or feeding paper tape), marking it to the attention of the Bulletin Board. The message will be automatically received at our offices within minutes. During our regular working hours (9 to 5 Eastern time), we'll process the ad right away. As arriving after hours, we'll process the ad the next business day. The answerback device on the Telex machine will verify that we've received your message.

By FAX:
Just call The Chronicle's FAX number, (202) 296-2691. For more information and to verify that we've received your copy, call our regular number, (202) 466-1056.

By telephone:
Our Bulletin Board assistants will be happy to take your advertisements dictated over the telephone. We'll do so any day of the week right up to 2 p.m. Monday—our weekly deadline (except for holidays), just call: (202) 466-1050.

By mail:
Simply send the copy for your advertisement to the address below. You're likely to find the mails especially convenient when your copy is ready on a Tuesday or Wednesday. From almost anywhere in the United States, first-class mail sent on either of those days will reach us in time to make our Monday deadline. Send your ad copy to:

Bulletin Board
The Chronicle of Higher Education
1255 Twenty-Third Street, NW, Suite 700
Washington, D.C. 20037



GRUENHAGEN CONFERENCE CENTER Conference Planning & Marketing

The University of Wisconsin-Oshkosh, a major comprehensive regional university enrolling 11,000 students, is seeking nominations and applications of individuals qualified for appointment as Assistant Director for the Gruenhagen Conference Center.

- Academic Staff Position.
- Coordinate Conference Planning and Marketing Activities for Gruenhagen Conference Center.
- Master's Degree Preferred in Hotel Management, Marketing, Student Services or Related Field.
- Minimum 3 Years Experience in Conference Planning, Marketing or Program Administration Required.
- Strong Written and Verbal Communication Skills a Necessity.
- Salary: Competitive with Excellent Fringe Benefits.
- Annual Appointment.
- Available August 1, 1992.

Applications are due by June 29, 1992.
Send letter of application, resume and names of three references to: Jill M. Endres, Assistant Director, Gruenhagen Conference Center, University of Wisconsin-Oshkosh, 800 Algoma Boulevard, Oshkosh, WI 54901-8686. Screening begins June 1, 1992. Minorities and women are especially encouraged to apply.

The University of Wisconsin-Oshkosh is an Equal Opportunity/Affirmative Action Employer.

PROGRAM OFFICER

The Fogarty International Center (FIC), National Institutes of Health (NIH), Public Health Service, Bethesda, Maryland, is recruiting for the position of Program Officer for Biodiversity, GS-13/14 (\$46,210-\$80,087 per year depending upon qualifications). Incumbent serves as staff specialist for all institutional and other award programs related to biodiversity administered or supported by the Fogarty International Center. Applicants should have training and experience in a scientific discipline related to biodiversity. For further information including qualifications requirements, contact Ms. Sharon Nieberding, Personnel Officer, FIC, at (301) 498-4825; fax (301) 402-1135. Applications must be received by 8/22/92. U.S. citizenship required. NIH is an Equal Opportunity Employer.

Wheaton COLLEGE

BUSINESS MANAGER

Direct risk management program (property, liability, workers' compensation, student health insurance). Ensure OSHA compliance. Manage contracted services (Bookstore and Food Services). Administer College-owned real estate programs. Negotiate with vendors.

Bachelor's degree preferred. Minimum three years' risk management, preferably in college setting. Ability to establish and use computer database, excellent communication and negotiation skills. Knowledge of OSHA regulations and purchasing procedures desirable.

Please submit resume, cover letter and salary requirements by June 17th to: Barbara Borge, Human Resources, Wheaton College, Norton, MA 02756.

WHEATON COLLEGE IS AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER

reference should be directed to: Chairperson, Search Committee, Department of Nursing, Wheaton College, Norton, MA 02756. Closing date: When filled, AA/EEOE.

Nursing Associate Degree Nursing Faculty, Morehead State University invites applications and nominations for a ten-month tenure-track position in the ADN program beginning August 3, 1992. Responsibilities: Conduct classroom instruction; supervise and coordinate clinical practice; participate in on-going curriculum development; and advise students. Qualifications: Master's degree in nursing with at least 18 graduate hours in nursing; 2 years of nursing experience in a hospital setting; 2 years of nursing experience in a community setting; 2 years of nursing experience in a long-term care facility; 2 years of nursing experience in a medical-surgical unit; 2 years of nursing experience in a pediatric unit; 2 years of nursing experience in a geriatric unit; 2 years of nursing experience in a mental health unit; 2 years of nursing experience in a specialty unit; 2 years of nursing experience in a research unit; 2 years of nursing experience in a teaching unit; 2 years of nursing experience in a management unit; 2 years of nursing experience in a leadership unit; 2 years of nursing experience in a professional unit; 2 years of nursing experience in a research unit; 2 years of nursing experience in a teaching unit; 2 years of nursing experience in a management unit; 2 years of nursing experience in a leadership unit; 2 years of nursing experience in a professional unit; 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tion. Qualifications: doctorate in an appropriate area; three years' minimum elementary/secondary teaching experience; demonstrated interest in research and publication; preference given to individuals indicating strong interest in team approach to teaching and research. Committees begin reviewing applications July 15, 1984. Send letters of application, vita, and at least three letters of recommendation to: Dr. David G. Blood, Division Chair, Division of Education, Governors State University, University Park, Illinois 60130. Governors State University is an Affirmative Action, Equal Opportunity Employer.

End Paper



The Bars Where the Blues Live

In the summer, Chicago is hot and dirty. Shirts stick to shoulders and the breeze that cools the lake shore high-rises is full of dust by the time it reaches past the El tracks on 48th Street. Wintertime, the Hawk howls up Indiana Avenue and folks quickstep from their rides, down the concrete stairs as fast as platform shoes allow, duck their hats under the low doorway into the smoky, loud, basement bar where the blues live. In every season, one dollar lifts the chain and admits the patron to within smelling distance of blues as played no place else in the world.

"Ghetto Blues: Photographs by Marc PoKempner," an exhibition of 50 black and white photographs of Chicago's neighborhood blues clubs, will be at the Northern Illinois University Art Gallery through June 13. The text above is from the photographer's statement for the show.

Do higher education and welfare mix? The experience of Sandra Rosado, a young woman from a housing project in New Haven, Conn., who saved nearly \$5,000 from her part-time job for college, suggests they do not. The Connecticut Supreme Court has ruled that Ms. Rosado's mother should repay the state \$9,342 in welfare benefits that she had received from August 1988 to August 1989. The reason? Ms. Rosado's savings, and \$989 saved by her younger brother, counted as family assets. Under federal law, families are ineligible for welfare if they have more than \$1,000 in assets, including children's savings. Connecticut officials said they did not agree with the law, enacted in 1981 at the behest of the Reagan Administration, but said they had to enforce it because Connecticut gets half of its welfare funds from the federal government.

A spokeswoman for the state's Department of Income Maintenance said the agency hoped it could make an exception in this case.

Meanwhile, Connecticut's two U.S. Senators, Christopher J. Dodd and Joseph I. Lieberman, have introduced a bill to exempt Ms. Rosado's mother from having to repay the money. The two Democrats have also proposed general legislation that would allow dependent children of parents on welfare to save money if they use it for education.

"They're now allowed to work. They're just not allowed to save," said an aide to Mr. Lieberman.

Those measures may be too late for Ms. Rosado. Now 20 years old and attending South Central Community College, Ms. Rosado has since spent her savings on clothing, jewelry, and other items. She said state welfare officials advised her to spend all her money so her family could regain eligibility for welfare.

Welfare and higher education has also been an issue in Wyoming, where Gov. Michael Sullivan, a Democrat, has signed a bill designed to curtail welfare spending on college students and their families.

The bill orders the state's Department of Family Services to ask the federal government for the right to cut off welfare benefits to clients who are pursuing education beyond an initial bachelor's degree. It also calls for cutting off benefits to recipients who take more than four years to complete an associate degree or more than six years for a bachelor's degree—or at least to allow the state to exclude such students' financial needs when calculating their families' overall need.

Mary Ann Budenske, a welfare activist who received the aid herself while in law school, said the measure would directly affect only a few people, but could discourage women from pursuing higher education. "We keep doing things that are very coercive to women with children," she said.

Government & Politics

\$1.4-Billion Shortage in Pell Grants Confounds Budget-Conscious Lawmakers and Administration

Campus officials nervously await solution as Washington vows no cut in student aid

By THOMAS J. DeLOUGHRY

WASHINGTON

College officials are nervously awaiting word on how Congress will deal with a deficit of \$1.4-billion in the \$5.5-billion Pell Grant program.

The Bush Administration revealed the shortage last month, admitting that it had underestimated by as many as 300,000 the number of students who qualified for the grants in the current academic year and will be eligible in 1992-93. The news came as Congress began work on spending bills

for the 1993 fiscal year, which starts in October.

Lawmakers and Administration officials have vowed not to cut students' grants to make up for the shortage—leaving themselves with the task of finding the money in a very tight budget. They are working under the constraints of a 1990 agreement between Congress and the White House that allows only tiny increases in spending.

Education Department officials have not explained why their original budget estimates were so far off the mark, but college

officials blamed it on increased demand for aid because of the recession. More people are attending college or job-training programs because employment prospects are dim, the officials said, and more students already in college have become eligible for the grants because their parents have lost their jobs.

In January the Education Department asked for \$332-million in Pell Grant funds for shortages in the current and the upcoming academic year, but it now expects the deficit to be \$1.4-billion. The increase in recipients also means that Congress must appropriate \$6.4-billion for the 1993-94 academic year to hold grants at the current level of \$2,400 a year—an increase of \$900-million over the 1992 appropriation.

White House Approach Rejected

Even before the Education Department announced the mammoth shortage, Congress was expected to have difficulty finding money for the grant program. That is because lawmakers have routinely rejected the Administration's recommendation that they pay for increases in Pell Grant appropriations by cutting the College Work-Study program, Supplemental Educational Opportunity Grants, Perkins Student Loans, and State Student Incentive Grants.

Lawmakers searching for a solution to the problem have told Administration officials that they cannot drop a multibillion-dollar bombshell on Congress without suggesting ways to defuse it.

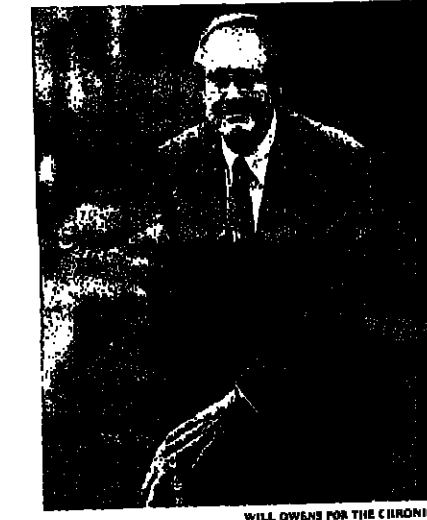
Education Secretary Lamar Alexander has suggested that Congress hold the size of the largest Pell Grants at \$2,400 a year and tighten eligibility rules for the grants. But department officials and lawmakers agree that the Secretary's suggestion will not close the gap and they are considering other ideas.

The option of paying for the entire shortage with 1993 funds would violate limits on domestic spending set in the 1990 budget

Continued on Following Page



Gene Norman Thompson of Carolina U. of Theology: "We want to do what our Bible faith leads us to do and educate our students based on moral principles."



John F. Corey of the U. of North Carolina: "The least we can do is change the law so that we can say specifically what Bible colleges can do and what they can't do."

By JOYE MERCER

Ask the president of Carolina University of Theology what's wrong with most of American education today and he has a ready response: God is nowhere to be found.

That, in a nutshell, is why the president, Gene Norman Thompson, wants North Carolina to keep its distance from his small Bible college, located in the fellowship hall of a Baptist church in Cramerton. He says state officials are infringing upon his First Amendment right to freedom of religion by telling him what programs he can and cannot offer. Any interference by the government of North Carolina violates the constitutional separation of church and state, Mr. Thompson contends, and will gradually make his university more secular.

A Rise in Complaints

State officials in North Carolina and elsewhere disagree. They have seen a rapid growth in Bible colleges—from 40 five years ago in Florida to 100 today, and from 5 in North Carolina to nearly 50 over the same period—with a corresponding rise in complaints about the quality of the education offered by a few of the institutions. Problems are so widespread that those charged with overseeing such colleges

formed a national association in 1975 that meets annually to share ideas and information.

In states where regulation of Bible colleges is weak, government officials are looking for ways to insure that students at

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House Votes to Overturn Fetal-Tissue Ban; Margin Isn't Big Enough to Override a Veto

By STEPHEN BURD

WASHINGTON

Supporters of a bill to lift a ban on federal support for research involving the transplantation of fetal tissue failed last week to gain the votes that would be needed to override a promised veto by President Bush.

The House of Representatives voted 260 to 148 to lift the ban, falling 12 votes shy of a veto-proof majority. Twenty-seven lawmakers did not vote.

The provision to lift the ban was included in a bill that would reauthorize the National Institutes of Health for the next five years.

"This is very disappointing," said Kenneth J. Ryan, a professor of obstetrics and

gynecology at Harvard University's medical school. "This means that the country is going to continue to neglect the needs of patients who could benefit and is going to let important research not go forth."

Top Goal of Researchers

The bill, a compromise version of measures previously approved by the House and Senate, would also make it more difficult for the government to block NIH studies on sexuality.

Lifting the fetal-tissue ban this year has been a top goal of biomedical researchers, who complained that it impeded crucial research and amounted to political interference in the scientific process. They said

Continued on Following Page

NIH Regional Primate Centers Hope Reauthorization Means More Money

By STEPHEN BURD

WASHINGTON
Officials at the National Institutes of Health's seven Regional Primate Research Centers hope that provisions in the NIH reauthorization bill will translate into more money for them to build new facilities and improve existing ones.

The bill calls for the distribution of federal funds, to be matched by private money, for the construction and renovation of the centers' laboratories and animal-breeding and support facilities.

Built in the early 1960's, the Regional Primate Research Centers are affiliated with major research institutions across the country: Emory, Harvard, and Tulane Universities; the Medical Research Foundation of Oregon; and the Universities of Washington, of Wisconsin at Madison, and of California at Davis.

At the centers, core groups of scientists try to replicate human diseases—such as hypertension, thrombosis, colon cancer, Parkinson's disease, and AIDS—in the primates to learn more about the ailments and to develop treatments and cures.

Because the high cost of monkeys and chimpanzees prevents most universities from having enough primates to study, researchers throughout the country come to the federal facilities. In all, 833 scientists representing more than 300 universities and research institutions made use of the centers' resources in 1991.

10,000 Specimens

In addition to on-site research, each year the centers provide laboratories across the country with more than 10,000 specimens of entire organs, cell and organ tissues, blood specimens, and bodily fluids.

Last year the centers' budget was \$37.4-million.

Scientists say the centers are essential to biomedical research because they serve as national repositories of primates, the closest animal relatives of human beings. Animal-rights supporters, however, want Congress to close the centers rather than improve them. They question the value of the work at the centers, saying that differences in the metabolisms of primates and humans make it unlikely that studies conducted at the centers will produce information that is essential to the care of people.

Showing that they play a central role in solving human health problems may be a key to the primate centers' future. Congress must still decide whether to deliver on promises made in the reauthorization bill to give more money to the centers for new facilities.

'An Enormous Pressure'

The centers' directors and researchers say that they desperately need the money promised in the reauthorization bill because 30 years of use have taken their toll on the facilities.

Don C. Gibson, director of the Regional Primate Research Centers program at the NIH, says:

Peter J. Gerone of Tulane U.'s primate center: Testing vaccines on animals before humans is "the only ethical thing to do."

Betsy Todd, an animal-rights advocate: The centers "are trying to find experiments to justify having lots and lots of expensive animals."



"From 1974 to now, we have increased the number of grants supported at the center four to five times. Yet, we have not been able to increase our space. This has obviously created an enormous pressure."

The centers must also comply with animal-welfare regulations set out by the Agriculture Department that require researchers to improve the psychological well-being of the



primates. The regulations have led to costly changes that include enlarging the animals' cages.

Lawmakers responsible for reauthorizing the NIH agree that the situation is serious. The Senate report on the reauthorization bill says: "These facilities can no longer meet the needs nor requirements of the biomedical research community. The lack of construction authority and accompanying funds have resulted in overcrowding, aging facilities that need renovation and expansion."

The bill would require the NIH director to divide among the centers \$7-million a year from 1993 through 1996. The money would come from a new grant program for building and maintaining biomedical research facilities.

The controversy over the centers has focused on concerns about their research agenda and the necessity of some of the work conducted there.

Research on AIDS takes up much of the centers' work and budgets.

House Votes, 260 to 148, to Overturn Fetal-Tissue Ban

Continued From Preceding Page
The tissue could be instrumental in developing treatments and cures for a variety of afflictions.

The President and anti-abortion leaders have argued that the use of fetal tissue from abortions would encourage women to have more abortions. The President recently signed an executive order establishing a fetal-tissue bank for tissue "from ectopic pregnancies and spontaneous abortions."

Proponents of lifting the ban thought in recent weeks that they might be able to override a veto when some Republicans and anti-abortion lawmakers expressed support for the bill. In the final vote, 43 of 159 Republicans voted to lift the ban, while 32 of 248 Democrats voted to keep the ban.

'Brain-Stealing Activity'
In the end, though, anti-abortion supporters had enough votes in the House to back up Mr. Bush. Rep. Christopher H. Smith, a Republican from New Jersey, said the President's order to establish a tissue bank was much preferable "to the brain-sucking, brain-stealing activity" of transplanting tissue from fetuses from induced abortions.

Some other Republicans, how-

ever, said that while they supported the fetal-tissue provision, they could not vote for the reauthorization bill because of the costs to carry it out.

Those representatives said the final bill would authorize \$3-billion more for the NIH than the President wants. They particularly criticized a proposed research-facilities program. "We cannot vote for this at a time when we must work to balance the budget," said Rep. Robert S. Walker, a Republican from Pennsylvania.

Rep. Henry A. Waxman, a Democrat from California and the leader of the House fight to lift the ban, said Representatives were using the money issue as "another ruse, another excuse to keep us from lifting the ban."

He added: "As a result, research will stop and people will die."

Ms. Timmons and other higher-

education officials said they would prefer to solve the problem in the shorter term, but in a way that would not devastate other education or health-care programs. They pointed out that Congress had bent its budget rules in the past to provide assistance to failing savings-and-loan associations.

David Baime, director of education funding for the National Association of Independent Colleges and Universities, said one way of skirting the budget rules would be for President Bush to request an "emergency" appropriation for the Pell Grant program. Mr. Bush made such a request to win funds for riot-torn Los Angeles. "We feel that this merits an emergency designation," Mr. Baime said.

Ms. Timmons and other higher-

Pell-Grant Shortage Confounds Lawmakers and Administration

Continued From Preceding Page
Such a violation would trigger an across-the-board cut in all domestic programs.

The idea of spreading the cost over several years is more popular on Capitol Hill. Following such a scenario, Congress would cut some programs and add some new money—perhaps \$200-million or \$300-million—to the 1993 budget and take the rest of the money needed for the shortage from funds intended for the 1993-94 academic year. Lawmakers would continue the practice in subsequent years by dipping into the 1994 budget to finance grants for 1993-94, and so on.

Some policy makers like the idea because it would comply with the spending limits in the 1990 budget

act, it would not involve cutting grants, and it would not force Congress to make large cuts in other popular programs.

College officials say paying off past debts year after year would make it impossible for Congress to increase the size of grants for a long time.

Hoping to Bend the Rules

"You're talking about reduced benefits for incoming students because Congress is having to use part of the funds to pay benefits for a larger-than-expected number of current recipients," said Becky H. Timmons, director of Congressional liaison for the American Council on Education.

Ms. Timmons and other higher-

Government & Politics

AIDS to keep their program alive," says Betsy Todd, an instructor of nursing at the College of Mount Saint Vincent and a member of the Medical Research Modernization Committee, a group of health professionals who question the relevance of much of today's medical research and generally oppose the use of animals in research.

"They are trying to find experiments to justify having lots and lots of expensive animals," she adds. "If AIDS wasn't the disease of the day, the regional primate centers would be telling us how important the animals were to sudden infant death syndrome studies, or what-ever disease is causing the most alarm."

Critics of the centers also say that the animals that the centers are used to search for a vaccine for AIDS are too unlike humans with the disease and therefore may not be helpful in the quest.

Models Are 'Imperfect'

Primate-center officials say they are doing important work that will lead to the discovery of an AIDS cure and a greater understanding of the disease. But some of the centers' directors do admit that the models are "imperfect."

Dr. Gibson of the NIH says there is no firm evidence that results from the animal models "are transferable to humans." Chimpanzees have been infected with HIV-1, the virus strain that scientists believe leads to AIDS in the United States, but do not develop AIDS. Other monkeys have developed viruses that resemble but are not identical to HIV-1. He says, however, that the centers have developed "a more promising" model—a macaque monkey that has been infected with HIV-1 and that has begun to show early symptoms of AIDS.

While the centers' critics say that significant biological differences between primates and people make vaccine safety tests on animals useless, Mr. Gerone of the Tulane primate center says that testing vaccines on animals before humans is "the only ethical thing to do."

He adds: "Once we've proven that a vaccine can work against a monkey virus, then we will have to prove that the same vaccine will also work with HIV in humans. But at least we will not be stumbling around in humans, blindly trying vaccines we know nothing about."

Cost of Renovations
Earmarking relates to overhead costs because the biggest factor pushing overhead rates up is the cost of renovating and expanding academic research facilities. Federal rules allow universities to charge the government, over a long time, for the depreciation of their research facilities and for the costs of operating and maintaining them.

They can also bill the government for the interest due on any money that they borrowed for the construction.

To the extent that construction is directly supported by the federal government, however, universities are not allowed to charge for depreciation.

And since they didn't have to borrow money, they have no interest payments to pass along, either. That means the overhead costs that the universities can charge to the government are much lower.

This creates a situation where

Government & Politics

Earmarks Seen Helping Colleges Hold Down Overhead Rates

By COLLEEN CORDES

WASHINGTON
The government's current hard line against increases in overhead rates has given colleges a new incentive to seek money directly from Congress for research buildings, a study indicates.

The study found that a typical research university could raise its overhead rate significantly if it constructed a new building by borrowing money or using its own money. But if the institution won a Congressional earmark, the study found, the overhead rate could decrease slightly.

Peat Marwick, an accounting firm that helps about 40 colleges manage their federal grants, did the study in response to a reporter's question. The analysis was based on a hypothetical institution with an overhead rate of 50 percent (about the national average) and \$50-million in federal money for which the institution was eligible to receive overhead payments.

That amount would put the institution about halfway down the list of the top 120 recipients of such money. A rate of 50 percent means that a university can receive up to 50

'Think the downward pressure on indirect-cost rates will cause universities to look in new directions for funding for facilities.'

cents for any dollar it gets for costs directly related to particular research projects.

In the wake of the recent scandal over leading universities' including improper items in their overhead bills, institutions are under intense pressure from Congress, the Administration, and their own faculties to hold down the rates they charge the government for the overhead costs of research.

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earmarks—derided by the Administration and some scientists as "pork barrel"—may actually hold down overhead rates.

In the case created by KPMG Peat Marwick, the hypothetical university had three possible ways to finance a new \$40-million building and \$4-million of equipment for it: borrowing money, using gift or endowment money, or obtaining a Congressional earmark.

Effects of Borrowing

The study found that if the university borrowed money, its overhead rate would go from 50 percent to nearly 55 percent. If the institution financed the building with gifts and other non-federal sources, the rate would rise to 52 percent. But if Congress directly appropriated the money, the university could actually reduce its rate slightly—by less than half of a point.

A 5-point increase in the rate could drive up the government's overhead bill by about \$3.63-million a year; a 2-point rise could increase the government's bill by about \$2.33-million a year.

Even the slight decrease in the rate could still net the university an increase of about \$1.08-million in overhead payments. That's because the analysis assumes that government negotiators would insist that the new rates would be based on the assumption that the new building would result in the university's conducting a larger amount of research.

The analysis was directed by Greg J. Baroni, a partner at the company who is in charge of the services the firm provides to colleges on federal grants.

New buildings have an even greater impact on the overhead rates of institutions that have a smaller research base. That makes the incentive for them to seek Congressional earmarks even greater.

The White House Office of Management and Budget has argued that the proper role for the government in renovating campus research facilities is neither Congressional earmarks for individual colleges nor a new competitive program, but continued reliance on overhead reimbursements.

Mr. Baroni and other overhead experts, however, say the federal officials who actually negotiate overhead rates are becoming less and less willing to set the rates high enough to cover the full costs of new or updated research space.

They may, for example, approve those costs, but then reduce the rate for other kinds of expenses.

"They are seeking any means possible to continue to keep rates declining," Mr. Baroni says.

Stricter Interpretations

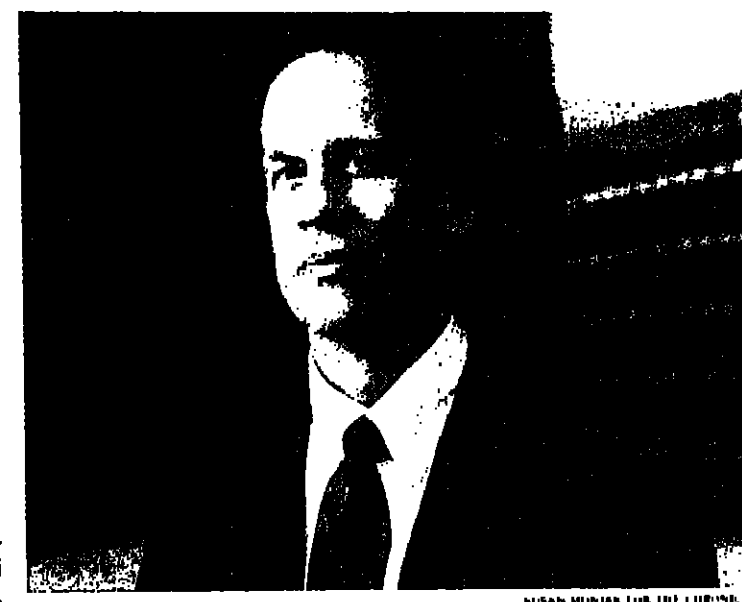
Part of the change is simply stricter interpretations of the rules in response to the scandal. But it also seems to reflect, some experts on overhead say, increasing expectations on the part of the government that universities pay a larger share of overhead costs themselves.

At one university, Mr. Baroni re-

calls, the institution had estimated that a new building would add 10 percentage points to its overhead rate.

Government negotiators, however, allowed the university to add only about 5 points to its rate. That meant the university would actually collect an additional \$1.25-million a year in overhead payments—about half of the increase it had calculated it would receive because of the new building. Winning construction money from Congress avoids that kind of risk.

"I think the downward pressure on indirect-cost rates will cause universities to look in new directions for funding for facilities," says Ralph E. Powe, vice-president for research at Mississippi State University. "And of course, one of those directions will be earmarking, in some cases."



Greg J. Baroni of KPMG Peat Marwick: The government is "seeking any means possible to continue to keep rates declining."

Status of Federal Legislation

As of 6 p.m. May 28, 1992. Bold type indicates changes since April 6, 1992.

LEGISLATION	MAJOR PROVISIONS	STATUS
Budget cuts HR 4950, S 2403	COMPROMISE BILL: Would eliminate \$1,348-million in earmarks for college projects in fiscal 1992 appropriations bills. Would grant the Secretary of Defense the authority to decide whether the Pentagon should provide \$115.9-million in earmarks for 18 university-based research projects. Would cut the National Science Foundation's 1992 research budget by \$2-million. Would cut the National Institutes of Health budget by \$2.876-million.	Sent to the President
Copyright HR 4412, S 1035	BOTH BILLS: Would change federal copyright law to make it easier for scholars to quote from unpublished documents.	HOUSE: Approved by subcommittee March 12, 1992 SENATE: Passed September 27, 1991 S Rep 102-141
Education research HR 4014, S 1275	BOTH BILLS: Would reauthorize the Education Department's Office of Educational Research and Improvement. Would create new programs to disseminate the results of research sponsored by the office. HOUSE BILL: Would create a board to set research priorities for the Education Department. SENATE BILL: Would create a board to advise the Education Department on research issues; Would create new programs for research on education in other nations and for exchanges with nations in Central and Eastern Europe.	HOUSE: Approved by committee May 20, 1992 SENATE: Approved by committee March 18, 1992 S Rep 102-269
International exchange HR 3215	HOUSE BILL: Would authorize \$20-million in new federal spending on educational and research exchanges between American and Latin American colleges and universities.	HOUSE: Approved by subcommittee May 19, 1992
Job training HR 3093, S 2058	BOTH BILLS: Would alter the Job Training Partnership Act by providing more money for education and job training for people who are the most disadvantaged. Would link job-training programs supported under the act to state and federal efforts to reform the welfare system.	HOUSE: Passed October 9, 1991 H Rep 102-240 SENATE: Passed April 9, 1992 S Rep 102-264
National Institutes of Health HR 2507	COMPROMISE BILL: Would reauthorize the National Institutes of Health. Would add a new program for the Administration on Federal support for research involving the investigation of fetal tissue. Would authorize additional spending on health problems affecting women. Would study a requirement that clinical trials using HIV drugs include women as subjects unless researchers can present compelling scientific reasons for excluding them. Would make it more difficult for the Secretary of Health and Human Services to block federally supported studies of potentially useful and other controversial drugs.	House passed conference report
National Science Foundation HR 2282	HOUSE BILL: Would amend the 1986 law that authorized the National Science Foundation for the year by raising the foundation's budget ceiling for fiscal 1992 to the President's recommended level of \$2,721-million. The amendment would allow up to \$400-million to continue the program to remove research facilities and up to \$500-million to start a new program for research facilities.	HOUSE: Passed July 11, 1991 H Rep 102-131
Research facilities HR 2407, S 544	BOTH BILLS: Would hold the federal government liable for vandalism and theft of research facilities or to remove animals from such facilities.	HOUSE: Approved by committee April 2, 1992 H Rep 102-498 SENATE: Passed October 18, 1991 S Rep 102-141
Science education HR 2938	HOUSE BILL: Would authorize new programs at the National Science Foundation. Would allow research up to \$38-million annually to provide grants to community colleges for science and technology education.	HOUSE: Approved by committee April 2, 1992 H Rep 102-508
Student aid HR 3553, S 1180	HOUSE BILL: Would reauthorize the Higher Education Act for five years. Would reauthorize the student loan program, including the \$2,500-per-year limit on loan amounts, \$4,000 for other federal loans, and \$7,000 for graduate students. Would authorize a pilot project of a direct loan system that would require guaranteed student loans in some campuses. Would establish new loan funding for Pell grants. In 1993-94, of \$2,750 from one borrower of Pell grants, \$1,750 would be used to provide a family with a loan in a home, family, or business from a borrower of Pell grants. Would establish a new maximum size for Pell grants. Of \$4,000 from a borrower of Pell grants, \$2,000 would be used to provide a family with a loan in a home, family, or business from a borrower of Pell grants. Would establish a new maximum size for Pell grants. Of \$4,000 from a borrower of Pell grants, \$2,000 would be used to provide a family with a loan in a home, family, or business from a borrower of Pell grants.	In conference

States Seek More Regulation of Bible Colleges

Continued From Page A21

the colleges and those who later employ graduates can have confidence in the degrees that the institutions award. But the oversight issue is rarely raised until complaints about a particular institution are made. And when Bible-college oversight comes up, officials say they do not always have support from lawmakers to toughen state regulations.

Since 1991, Carolina University of Theology has been offering classes that Mr. Thompson says prepare students for careers in the ministry, religious education, and counseling. The school is fighting North Carolina's attempt to learn more about its programs and alumni.

"The only problem I have with state regulations is that the state has a tendency to relegate God to a mythical identity," Mr. Thompson says. "They can't prove that He exists, and that attacks our basic faith. We do not want to be regulated by the state. We want to do what our Bible faith leads us to do and educate our students based on moral principles."

Degrees in Biblical Studies

The Carolina University of Theology grants bachelor's, master's and doctoral degrees in several subjects, including Biblical studies and counseling; enrolls about 100 students; and charges tuition of \$1,200 a year. The courses, some of which are offered through the mail, are taught by 12 professors, including Mr. Thompson and some church pastors.

Mr. Thompson admits that some students can get through the programs in a matter of months, but he says that is because credits can be awarded for life experience—the knowledge gained from years spent in a particular line of work, for in-

stance. "We are not a diploma mill and I'd be willing to stack our education up side by side with anybody else in the state," he says.

John F. Corey, associate vice-president for planning at the University of North Carolina system, says that state officials need more control over colleges like Mr. Thompson's to make sure students are earning degrees and not simply buying them. The university system licenses colleges and universi-

"We exempt no one.

I know the Bible, and

no place in the Bible

does it say that

anybody has the right

to grant degrees."

ties through powers vested in it by the General Assembly in the 1970's. Bible colleges are exempt from that requirement, although the colleges must apply for the exemption.

"The least we can do is change the law so that we can say specifically what Bible colleges can do and what they can't do," Mr. Corey says.

To be licensed by the university system, a postsecondary institution must meet several "minimum standards" relating to programs, facilities, faculty, financing, organization, and student services. Programs leading to religious vocations are not subject to those criteria. Although the institutions must prove "to the satisfaction" of the UNC Board of Governors that they should be exempt, the regulations do not say what proof—if any—is needed.

To Mr. Corey, the regulations

mean he may ask for information about the colleges and their programs, including lists of graduates and course catalogues, to determine whether they are legitimate. He also has asked some colleges to change the names of courses and degrees that sound secular to reflect their religious orientation. But Mr. Thompson says the state's regulations do not give Mr. Corey that authority.

In addition, Mr. Corey and other UNC officials say that some of the guidelines for licensing non-religious private institutions, particularly those that require them to be corporate entities and show evidence of financial stability, should apply to Bible colleges as well.

Carolina University of Theology, whose answering-machine message refers to it as "Carolina University," has had exemptions for some programs, but the state Attorney General's office is investigating the school for offering, without the exemption, a Ph.D. program in Christian counseling and psychology. Mr. Thompson, however, says he already has an exemption for the program.

If the school continues to offer the program, the matter could wind up in court, says Thomas J. Ziko, special deputy Attorney General in the education section.

"Overstepping"

John S. Freeman represents Carolina University and two other Bible colleges in North Carolina that are seeking exemptions for all of their programs. The lawyer contends that officials are "overstepping" their authority and coming precariously close to crossing the line that separates church and state.

Of the 50 Bible colleges that offer programs in North Carolina, most have exemptions, or exemptions

are pending. But fewer than half are accredited by agencies recognized by the U.S. Department of Education or the Council on Postsecondary Accreditation. Without accreditation by recognized agencies, students do not qualify for federal financial aid.

While colleges do not have to be accredited to be licensed or exempted in North Carolina, Brian C. Donley, president of John Wesley College, says accreditation insures a reasonable level of quality. That assurance is particularly important to Bible colleges, which skeptics

"The only problem

I have with state

regulations is that the

state has a tendency

to relegate God to

a mythical identity."

have often thought of as "glorified Sunday schools," he says.

"You want to insure that the quality is there for the student, and there has to be some kind of way to establish whether the person is getting what they're paying for," says Mr. Donley, whose North Carolina college is accredited by the American Association of Bible Colleges and is cited by state officials as a reputable Bible college. "I would hate to see us get into the diploma-mill business here."

Carolina University of Theology is not accredited by AACB, Mr. Thompson says, but is affiliated with the Accrediting Commission International of Schools, Colleges, and Seminaries, an Arkansas body that is not recognized by the federal government or the Council on Postsecondary Accreditation.

Officials in several states say the commission is the same one that operated in Missouri several years ago, calling itself the International Commission for Schools, Colleges, and Theological Seminaries. That group was barred from further activities in the state after a "sting" operation by Missouri's Attorney General revealed how easily a fictitious college could gain accreditation. But John Sheels, president of the commission, denies that it is the same agency, although it has many of the same members.

Argument Called Irrelevant

Many educators—including some involved in religious education—say it is appropriate for states to increase their regulation of Bible colleges.

Says the Rev. Jim Waits, executive director of the Association of Theological Schools in the United States and Canada, which accredits its graduate programs in theology at 180 institutions: "I think the state has a responsibility to protect the public. I don't think the argument of separation of church and state is relevant in this type of situation."

Warren D. Evans, accreditation specialist with the Pennsylvania Department of Education, agrees. "We exempt no one," he says, and adds: "I know the Bible, and no place in the Bible does it say that anybody has the right to grant degrees."

Government & Politics

An 1898 Pennsylvania law requires that any college, university, seminary, or institution that awards credits and confers degrees must be licensed by the state. To be licensed, institutions must meet several criteria, including having at least eight full-time professors and an endowment. They must also seek full accreditation.

"Exercise of Responsibility"

"Our biggest problem is people who come in from North Carolina, Florida, and elsewhere who think they can do the same thing here that they do down there," Mr. Evans says. "Without our law, all kinds of substandard situations would prevail."

Gilbert A. Peterson, president of Lancaster Bible College, says Pennsylvania's requirements have not limited his institution's religious freedom.

"I think the requirements are an exercise of the state's responsibility to protect the public," says Mr. Peterson, an ordained minister and member of the board of the American Association of Bible Colleges. "If you're offering services and taking money from the public, you do put yourself under some obligations."

John A. Owston, a Tennessee minister who has written articles for Christian publications about what he calls "theological diploma mills," says states need more power to regulate what goes on at some Bible colleges.

"When a person claims to have a certain degree, it is perceived that this has taken some time and a lot of effort to attain," says Mr. Owston, who attended Kentucky Christian College and Emmanuel School of Religion. "I don't think the government should have total control, but I worked hard getting my education, and it aggravates me that there are people that can, with money and with minimal work, get Ph.D.'s."

Sandra L. Knight, associate director of Florida's Board of Independent Colleges and Universities, agrees that more oversight is needed, especially changes in the law that would give the board power to regulate the names of degrees that Bible colleges offer. "But the difficulty comes when you try to put the 'religious' diploma mills out of business and not affect the legitimate schools," she says. "It's very difficult to craft language to do that."

As in North Carolina, Bible colleges in Florida are exempted from licensing.

"The legitimate people who run legitimate colleges cannot comprehend that someone would hide behind the cloak of religion and use it to defraud people," Ms. Knight says.

She sometimes asks religious colleges for catalogues and other information to determine their validity. But ascertaining course content can be complicated.

"The trouble is, even if the catalogue is full of things we say are secular, they can claim it isn't, and there are no teeth in the law," she says. "My concern is, suppose one of these exempt institutions that we can't do anything about decides to give an M.D. degree and call it 'religious medicine'? What are we going to do then?"

STATE NOTES

■ Head of New Mexico student-loan agency quits after audit

■ University of California system toughens its residency rules

■ Alaska regents approve reorganization of rural-campus system

John Merrett resigned as president of the New Mexico Educational Assistance Foundation last month after an audit turned up thousands of dollars in expenditures he had authorized for travel, entertainment, and lobbying.

The foundation, a semi-autonomous state agency that manages student loans, provides money to students attending New Mexico colleges.

The audit, by a Santa Fe accounting firm, was authorized by the foundation's Board of Directors after members questioned some expenses. It listed nearly \$80,000 in expenditures over a three-year period, according to the Associated Press. Mr. Merrett declined to comment on the report.

David W. King, state treasurer and chairman of the foundation's board, confirmed that a report had been done, but said he did not know if it would be officially released. After board members reviewed the report, they agreed with Mr. Merrett that his contract would not be renewed when it expires on June 30.

The Associated Press said the report detailed more than 30 out-of-state trips taken by Mr. Merrett and other foundation staff members, including one to Haiti, with airfare and car-rental costs totaling \$1,500. Also listed were 35 stays at hotels, including a \$1,124 stay at the Waldorf-Astoria in New York City, and contributions totaling \$1,600 to the Santa Fe Celebrity Ski Classic.

Also revealed was an agreement the foundation had with a university in Haiti to be the university's fiscal agent. While the board has not alleged that the contract was improper, Mr. King said the directors should have been made aware of it. He also said that while the foundation had been paid \$300 a month according to the contract's terms, that amount probably fell far short of reimbursing the foundation for staff time.

Although some of the expenditures may not be in line with the state's mileage-reimbursement and per-diem regulations, Mr. King does not expect criminal charges to be filed.

—JOYE MERCER

The University of California has imposed new residency rules that will require most out-of-state students to pay much higher non-resident fees for a longer period before they qualify for lower fees paid by Californians.

Non-residents pay a total of \$10,185 for the first year at one of the university's nine campuses, but can qualify for average resident fees of \$2,486 after one year of enrollment.

Under the new rules adopted by the university's Board of Regents last month, non-resident students will be required, starting in 1993, to pay the higher fees for three years

before they are eligible to pay resident fees. Graduate, married, and some other categories of non-resident students are exempted from the new rules.

The new residency requirements are designed to increase revenues for the university, which is facing significant budget reductions because of anticipated lower levels of state support. Revenues are projected to increase by \$6-million in 1994 and up to \$20-million by 1997

under the new system, university officials said.

—JACK MCURDY

The University of Alaska Board of Regents has approved a reorganization of the system's five-campus College of Rural Alaska, most of whose students are Alaskan natives.

The division was formed from rural community colleges in a 1987 cost-cutting measure and placed

under the direction of the University of Alaska at Fairbanks. The 1987 reorganization, which took place amid severe state budget reductions, provoked heated complaints from rural educators that services to the students were being unfairly cut.

Under the current plan, the rural college's departments of education and behavioral sciences will come under the direction of Fairbanks campus's College of Liberal Arts. In addition, the rural campus's cross-cultural education and rural-development programs will now report directly to the chancellor of the Fairbanks campus.

College officials said that by removing one level of administration—a dean of the rural college—the rural campuses would gain

more control over programs and budgets.

—PATRICK MONAGHAN

Briefly noted

■ The State of Michigan has begun selling tax-free bonds aimed at families saving for college. The bonds, which will be sold for as little as \$300, are being promoted as an alternative to the state's pre-paid-tuition program, which has been suspended while officials decide if its continuation is feasible.

■ Voters in Campbell County, Wyo., have rejected a proposal to create a new community-college district with authority to levy property taxes. Coal-mining companies opposed the measure, saying the higher taxes would force them to raise their prices.

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WASHINGTON ALMANAC

CONGRESSIONAL HEARINGS

Since changes frequently occur with little advance notice, it is advisable to check with committees on or near the hearing dates.

HOUSE OF REPRESENTATIVES

Technology policy, June 3-4. Hearings on H.R. 5230, the National Technology and Competitiveness Act, which would increase budget authority for the National Science Foundation's academic facilities program and expand apprenticeship and vocational education programs. Contact: House Science, Space, and Technology Subcommittee on Technology and Competitiveness; (202) 225-8128.

SENATE

Telecommunications, June 17. Hearings on applications of telecommunications technology for educational purposes. Contact: Senate Commerce, Science, and Transportation Subcommittee on Communications; (202) 224-9340.

NEW BILLS IN CONGRESS

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

HOUSE OF REPRESENTATIVES

Breast-cancer research, H.R. 5156 would, in part, authorize \$300-million for fiscal 1993 for breast-cancer research at the National Cancer Institute and establish a scholarship pro-

gram for health professionals to study breast cancer. By Representative Oskar (D-Ohio) and 38 others.

Military budget, H.R. 5085 would designate certain defense funds from the fiscal 1993 budget to be made available for job-training programs for veterans who have recently been taken off active duty. By Representative Penny (D-Minn.) and Representative Smith (R-N.J.).

Reservists' education benefits, H.R. 5098 would permit reservists and members of the National Guard to pursue graduate study under the Montgomery or bill. By Representative Montgomery (D-Miss.).

Taxes, H.R. 5150 would, in part, extend the research and experimentation tax credit as well as the tax exemptions for employer-provided education benefits and gifts of appreciated property. By Representative Rangel (D-N.Y.) and two others.

Technology policy, H.R. 5230 would, in part, increase budget authority for the National Science Foundation's academic facilities program, require 18-year plans for academic facilities modernization programs in several other federal agencies, and expand apprenticeship and vocational-education programs. By Representative Brown (D-Cal.) and 20 others.

Veterans' education benefits, H.R. 5084 would provide additional opportunities for members of the armed services who are receiving incentives to leave active duty to receive education benefits. By Representative Montgomery (D-Miss.).

Veterans' education benefits, H.R. 5087 would, in part, set restrictions on the types of courses and number of hours of study required for veterans to be eligible for education benefits. By

Representative Penny (D-Minn.) and two others.

Veterans' education benefits, H.R. 5097 would, in part, increase education benefits under the Montgomery or bill to assist veterans who are leaving the military because of reductions in defense spending. By Representative Montgomery (D-Miss.).

Veterans' training, H.R. 5075 would establish a voucher system to allow veterans to obtain vocational training anywhere in the country and would authorize an increase in financing for training and counseling services. By Representative Martinez (D-Cal.) and Representative Bustamante (D-Tex.).

Vocational training, H.R. 5220 would establish a national youth-apprenticeship program to train high-school and college-age students and certify them based upon national standards. By Representative Goodling (R-Pa.) and 11 others.

SENATE

College savings, a 2784 would allow states to permit children of families receiving welfare to save money for college without requiring the families to give up their federal benefits. By Senator Dodd (D-Conn.) and Senator Lieberman (D-Conn.).

Sweet-potato research, a 2735 would establish a program to sponsor competitive research at land-grant universities on sweet-potato farming. By Senator Johnston (D-La.) and five others.

Veterans' education benefits, a 5673 in the Senate version of H.R. 5097. By Senator Dole (R-Kan.) and Senator Simpson (R-Wyo.).

Vocational training, a 2745 in the Senate version of H.R. 5220. By Senator Dole (R-Kan.) and five others.

Business & Philanthropy

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A few private institutions have avoided the cutbacks that have crippled many others

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They have avoided the layoffs and cutbacks that have crippled many others. They have seen their endowments grow, private giving increase, and enrollments remain steady or even grow.

How are they pulling it off?

Each campus is doing it differently, but a common theme cited by many college officials is conservative management. That, they say, covers everything from how colleges invest their endowments to how much debt they take on to how they add new academic programs and positions.

Many of the colleges that are now doing well avoided the excesses of the 1980's, choosing to grow cautiously and selectively, if at all. When they did add new academic programs, they followed an idea that has gained increasing acceptance: They grew by substitution—building some programs while scaling back others.

A common problem cited by college officials today is the past addition of too many administrative positions, a dilemma many call "administrative bloat." Institutions

that didn't add large numbers of new staff and administrative positions seem better positioned financially, the officials say.

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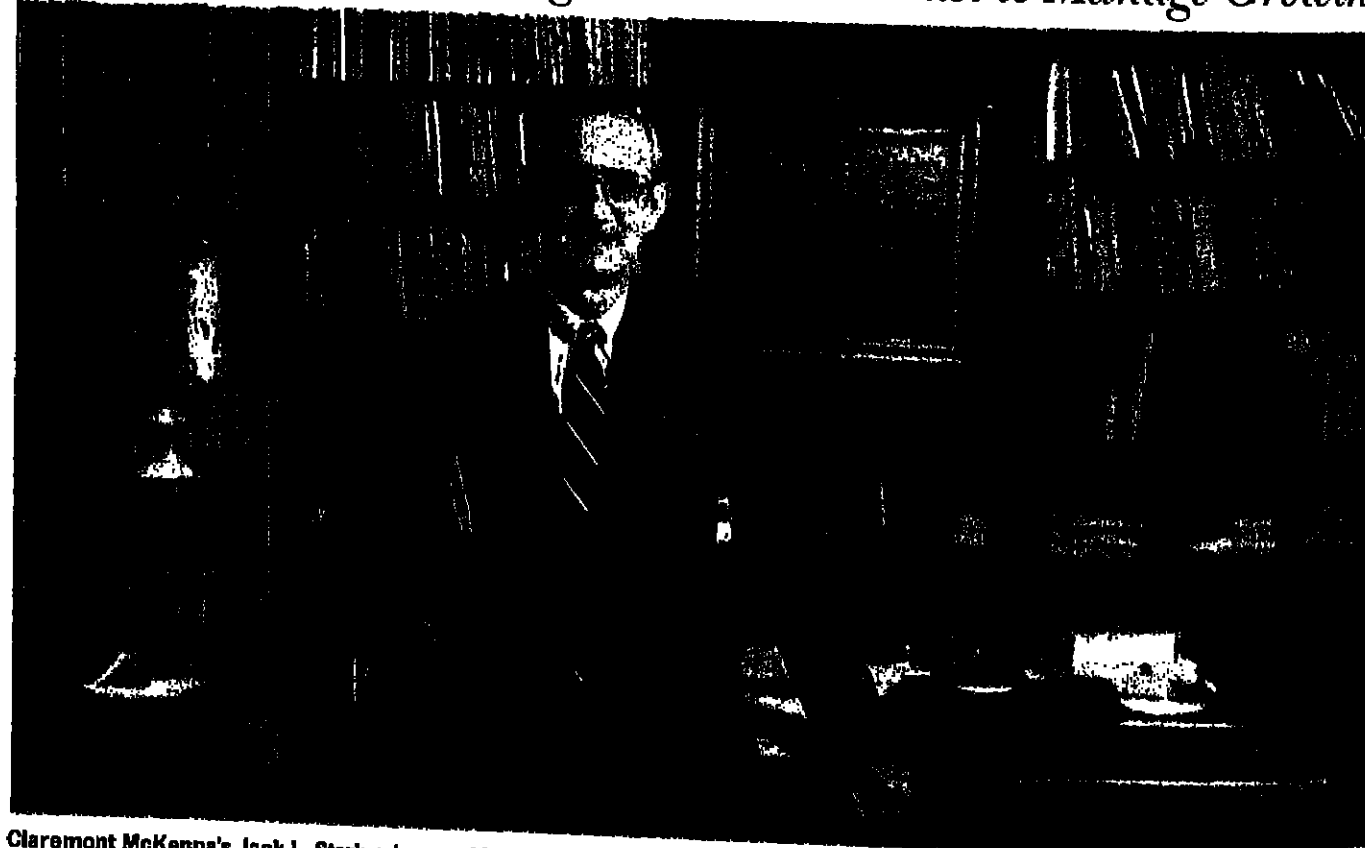
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Yet having a coherent plan gives a college discipline—through good times and bad, college officials say.

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—LIZ McMILLEN AND JULIE L. NICKLIN

Claremont McKenna College Uses a Brain Trust to Manage Growth



Claremont McKenna's Jack L. Stark, who says his institution is better run than many businesses: "You have to hustle."

By LIZ McMILLEN

CLAREMONT, CAL. Some people like to say that the problem with colleges is that they aren't operated like businesses. Not Jack L. Stark.

Mr. Stark, president of Claremont McKenna College, says his institution is better run than many businesses. Although he may be guilty of a little bias, there is some truth to his statement.

While other colleges are trying to limit growth, Claremont McKenna plans in 1995 to begin increasing its enrollment to 1,000, from 850 today. While other institutions are seeing their investments stagnate, Claremont McKenna earned 17.4 per cent on its endowment last year. And while many colleges are struggling to cope with slowed giving, Claremont McKenna is enjoying an increase in private gifts, spurred

by an aggressive program of deferred giving.

Perhaps it's no surprise that an institution known for producing large numbers of corporate executives, entrepreneurs, and lawyers does a good job of managing its own finances.

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eral of the institution's most prominent alumni now make up a financial brain trust on the college's Board of Trustees, guiding the institution's investments and managing its growth.

Lucrative Investment Tips

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Also on the board are Robert Lowe, president of Lowe Enterprises Inc., a real-estate development and management company; and Henry Kravis and George Roberts, who founded Kohlberg Kravis Roberts & Company, a firm known for its aggressive strategy of bankrolling buyouts of large corporations.

Says Mr. Stark: "This is a board that brings together a high degree of sophistication in the investment world."

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John K. Roth, a philosophy professor who has been at the college for 26 years, calls the president a "superb manager." "He has taken this college from a good ending and put it on the map," Mr. Roth says. "If there's a criticism, it's that Jack tends to manage top down." Even so, Mr. Stark says, faculty members see Mr. Stark as a president who is open and accessible.

Specialization Encouraged

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Each college offers a particular curriculum that complements the others, an arrangement that encourages specialization and avoids duplication. Students often take courses at several of the member colleges. Together, the colleges enroll about 5,000 students and cover about 300 acres.

Because of the economies of scale involved in a consortium, most of the Claremont colleges are prospering despite the recession. Pomona College, a liberal-arts institution, has increased its endowment to \$250-million, from \$45-million, in one decade. Harvey Mudd, which offers a specialized curriculum in engineering, science, and mathematics, expects to raise \$70-million in a capital campaign that opened in January.

Healthy Competition

The colleges share facilities and staff members as well as a healthy spirit of competition, says Frederick M. Weis, Claremont McKenna's vice-president and treasurer. "You can pick up the phone or walk across the street and find out how they're doing," he says. "You're not the only individual college treasurer within 500 miles." As a young college—it will celebrate its 50th anniversary in 1996—Claremont Mc-

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So the college developed a variety of deferred-giving plans to allow donors to make a gift to the college while still receiving income from their assets. Twenty-five per cent of the college's private donations each year are in the form of deferred gifts.

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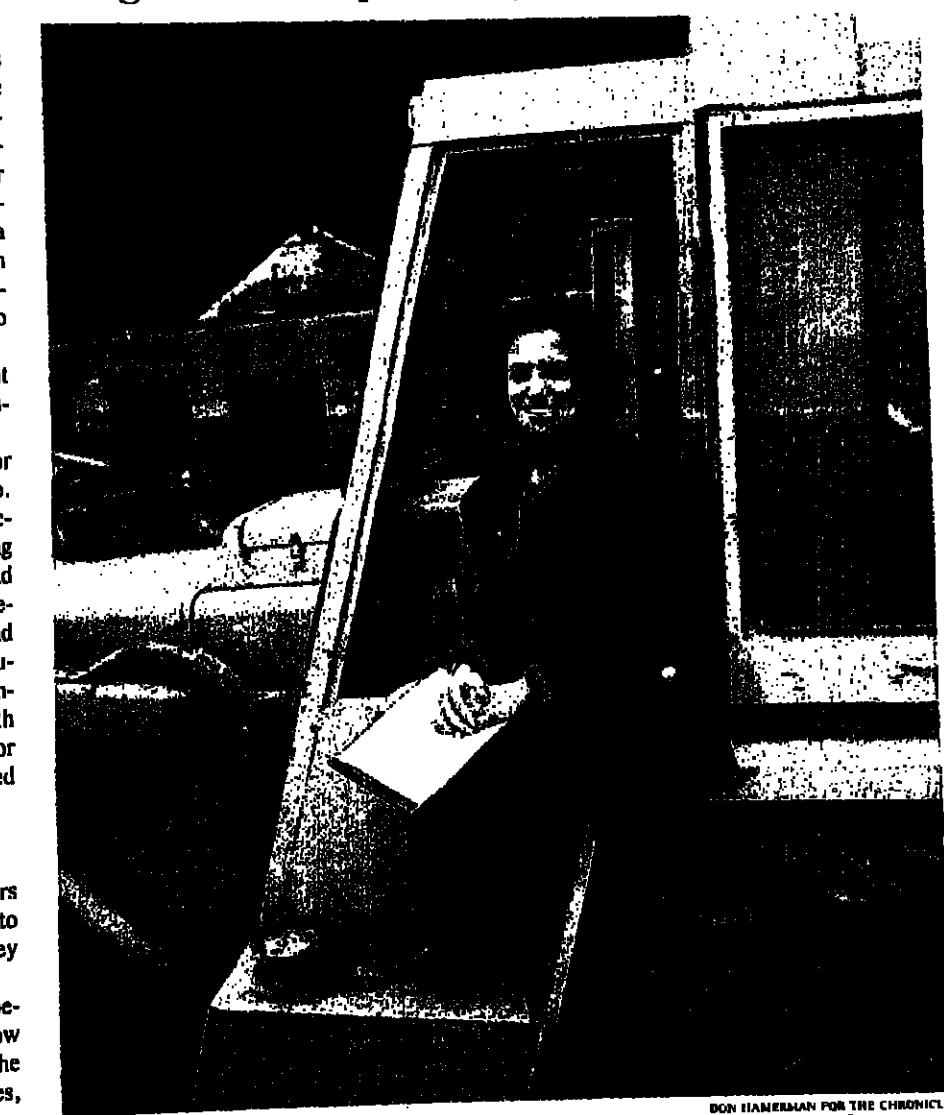
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Nearly 80 per cent of Claremont McKenna's \$153-million endowment is internally managed, guided by Mr. Stark, Mr. Weis, and several of the college's trustees. Claremont McKenna has some of its endowment in leveraged buyouts and other risky investments, but it has tended to avoid real estate, which lately has proved to be a drag on institutional investments.

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Avoiding Administrative Bloat

Administrators and faculty members chalk up the college's relative well-being to its strategic plan and to an operation they say has always been lean and mean.

Rather than adding programs simply because it could, Connecticut tended to grow carefully and slowly—if at all. Echoing the words of administrators at other colleges, President Claire L. Gaudiani calls that idea "growing by substitution."

"Now it's chic, but we were doing it a number of years ago," says Ms. Gaudiani, who has run the college since 1988.

With the exception of Ms. Gaudiani, a scholar of French literature and a former administrator at the Wharton School at the University of Pennsylvania, many administrators at Connecticut wear two or more hats.

Dorothy B. James is provost of the college and dean of the faculty. Claire K. Matthews serves as dean of admissions and planning, with special responsibility for coordinating institutional research and the college's strategic plan. Besides keeping track of the college's investments, Lynn A. Brooks, who is vice-president for finance, oversees personnel, the dining halls, the bookstore, the print shop, and campus security.

Bringing Discipline to the Budget

Mostly that's because the college has been guided by a strategic plan that was started four days after Ms. Gaudiani came to the college. Involving 300 people, including faculty and staff members, administrators, trustees, alumni, and students,

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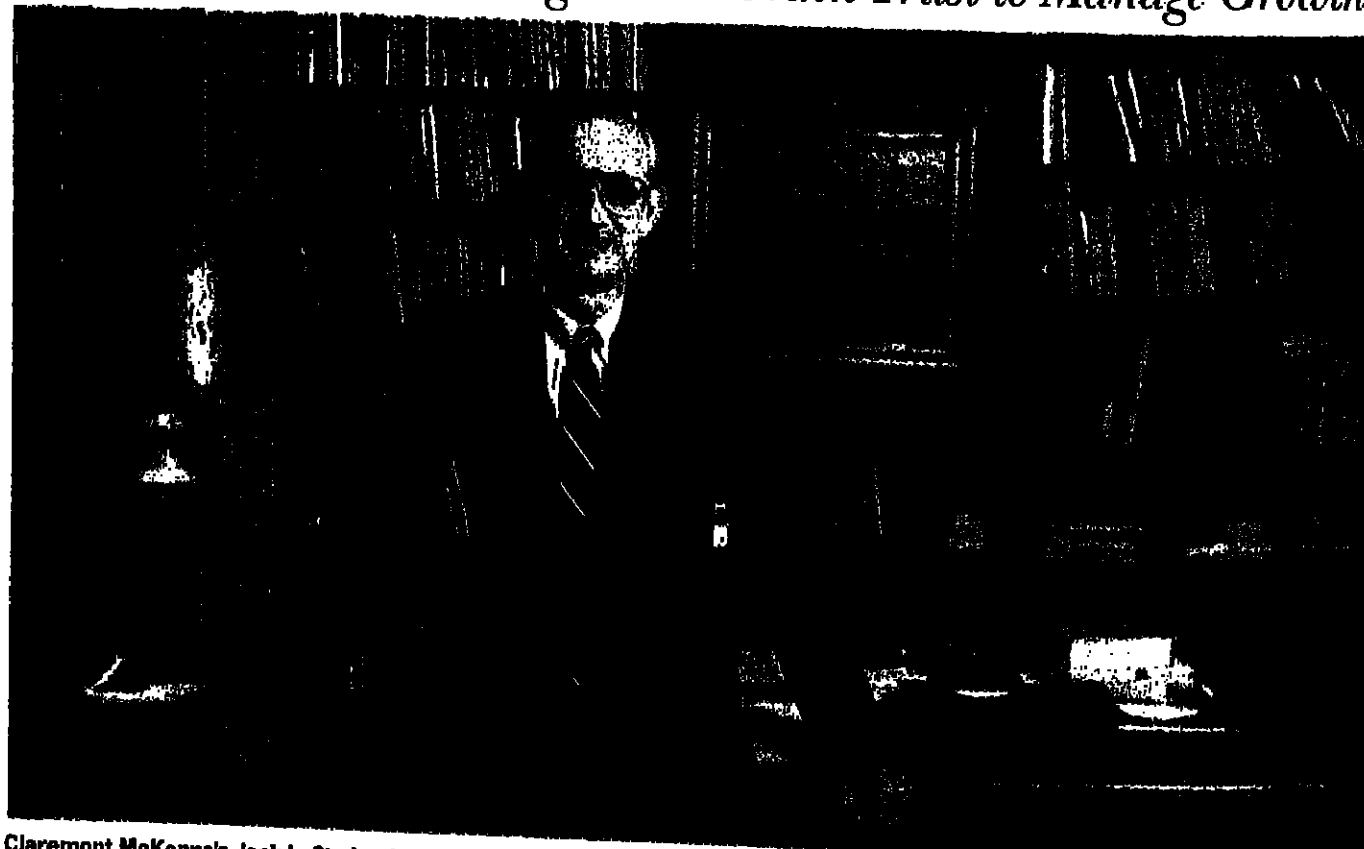
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Connecticut College Stays Lean and Mean

Continued From Preceding Page
calls the plan a recognition that "we can have anything we want, but not everything."

Faculty members agree that the strategic plan has brought coherence to the college, but some say it may be too much of a good thing.

"We went from a sleepy place to a place where things are managed, and it's done in a way that makes the faculty remote from the process," says a professor who asks not to be identified.

'Uncoupling' Tuition

One result of the plan was that the college decided to "uncouple" tuition and the

overall budget. Many colleges add up their costs and set tuition to cover expenses, a process that has led to ever-larger increases. At Connecticut, Mr. Brooks says, "we set our revenue stream first and then figure out how to do it." Next year's tuition increase will be 5.8 per cent, the lowest in 17 years. Tuition and fees for next year total \$22,900.

Although Connecticut's administration is lean, the college is trying to reduce waste and duplication in a process called FRESH—"a functional review of every seat in the house." Administrators are trying to figure out what each staff member does and how his or her work contributes to the college. "We're not trying to eliminate po-

sitions but reallocate how work is done," Mr. Brooks says.

The college has also closely evaluated its investments. Shortly after Ms. Gaudiani came to the campus, new investment managers were hired, as was a consultant to evaluate the managers.

The college now has 60 per cent of its portfolio in stocks and 40 per cent in bonds, with virtually no money in riskier "non-traditional" investments such as venture capital or real estate. In 1990-91, the endowment had a total rate of return of 38 per cent, well above the 7.2-per-cent average for colleges that year.

Building Up the Endowment

Connecticut's \$50-million endowment is small compared with that of other colleges, and Ms. Gaudiani seems determined to

build it to \$100-million as fast as she can. All unrestricted bequests now go directly into the endowment, and a capital campaign is in the planning stages. When the campaign is announced two years from now, a good portion of its probable \$100-million goal will be designated for the endowment.

As for other institutions dealing with budget problems, Ms. Gaudiani says too many are burdened by a confrontational attitude between faculty members and administrators.

"The time is over when faculty and administrators can live in a confrontational environment," Ms. Gaudiani says. "What has hurt institutions is when constituencies slug each other. They go home lessened and angry. Institutions suffer."

—LIZ McMILLEN

Business & Philanthropy

Discipline-Minded President Credited With Reviving Northwestern

By JULIE L. NICKLIN

EVANSTON, ILL.

The strategy that healed Northwestern University's fiscal ills in the 1980's and kept the campus financially healthy is logical or sophisticated. It's plain vanilla.

That might seem like a strange way for Northwestern's president, who holds a Ph.D. in economics, to describe his budget policy. But while other institutions have experimented with new and sometimes complicated budget methods, Arnold R. Weber says his policy boils down to a few simple, clear-cut rules.

Rely more on "hard" money—cash from sources such as tuition—than on "soft" money—cash expected from such sources as grants. Use surpluses wisely. When budgeting for a project, know whether it will be a one-time or recurring cost. Invest the endowment conservatively. And above all: overestimate expenses and underestimate revenue.

Those rules have paid off. For the past few years, Northwestern has reported an annual surplus of about \$2-million on a \$400-million budget. In fiscal 1991 the campus's \$1.4-billion endowment earned a 10.4-per-cent return, exceeding the national average of 7.2 per cent. At the same time, gifts to the campus increased. Aging buildings are being repaired. And a growing number of students are applying for admission.

"It's a plain-vanilla, conservative policy. There's no single, magic formula," Mr. Weber says. "Ninety per cent of management is paying attention and having a system that works."

Out of Control

Mr. Weber's dose of conservative management seemed to be just what Northwestern needed when he took over in 1985. By the early 1980's, Northwestern had lost control of its spending, and a budget deficit climbed to nearly \$9-million in 1981. Annual tuition increases shot up to 17.4 per cent in 1982-83.

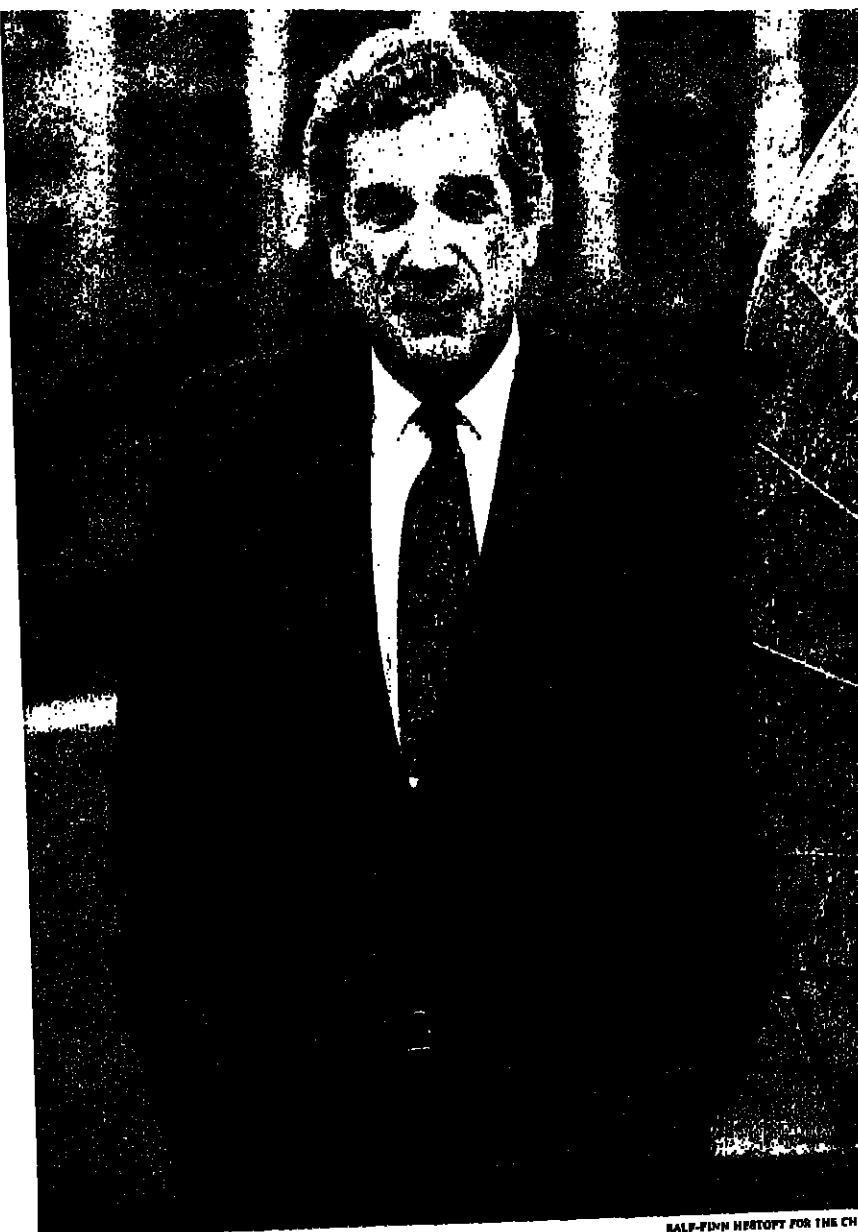
Most officials credit the tough-mindedness of Mr. Weber, who received his Ph.D. in 1938 from the Massachusetts Institute of Technology, with straightening out the university. Throughout his career, Mr. Weber has held government and academic positions, serving as president of the University of Colorado before coming to Northwestern.

Mr. Weber's management style hasn't pleased everyone, and a few professors feel they should have more say in how money is spent. "There obviously isn't 100-per-cent agreement about Dr. Weber's decisions," says Dale T. Mortensen, chairman of the Budget and Finance Committee of the General Faculty Committee. "But there hasn't been any real disgruntlement."

Adds Jim G. Carleton, Northwestern's vice-president for student affairs: "With the arrival of Arnold, discipline became the word of the day."

One of Mr. Weber's first moves was to set up a program review that the faculty had requested. Over the past seven years, each of Northwestern's departments has been evaluated for quality, enrollment, and focus.

A few weak programs—speech education and ecology and evolutionary biology, for example—were eliminated. Some with low enrollments—such as the dental school—have been scaled down. Others are being improved or refocused: The university is hiring new professors in an effort



President Arnold R. Weber of Northwestern U. "It's a plain-vanilla, conservative policy. There's no single, magic formula."

to beef up its African-studies program. "We have eliminated units, but we've done it more in the normal course, not because of financial exigencies," says Marilyn McCoy, Northwestern's vice-president for administration and planning. "We grow by substitution. Everything is not an add-on."

Big Increase in Applications

Northwestern's programs are attracting students. Over the past six years, the number of applicants has increased 33 per cent. And since Mr. Weber's arrival, Northwestern has kept its annual tuition in-

creases at an average of about 5 per cent. Tuition for 1992-93 is \$15,075, a 4.9-per-cent increase over 1991-92.

Unlike many large research universities that operate under a decentralized budget structure, Northwestern centralizes its budget in distribution and decentralizes it in spending, Ms. McCoy says. Tuition and other revenues go straight into one pot. The money is then divided among departments. Each determines how its lump sum will be spent.

So far the revenue flow remains strong. Northwestern's recovery of indirect costs has increased over the past several years

from 44 per cent to about 53 per cent. Although many other institutions are seeing their indirect-cost rate decline, Northwestern's rate hasn't changed; it was comparatively low to begin with, university officials say.

Strong Return on Investments

And while many institutions reported little or no increase in their endowment earnings in fiscal 1991, Northwestern's endowment drew a 10.4-per-cent return. The national average was 7.2 per cent, according to this year's annual survey by the National Association of College and University Business Officers.

Northwestern officials try to keep 66 per cent of the university's portfolio in stocks and 34 per cent in fixed-income investments. That conservative policy, they say, accounts for 1991's strong return, even though it was a drop from the 11.7 per cent realized in 1990. Officials plan to keep the "spending rate" at about 5 per cent of the endowment's market value.

Gifts to Northwestern also have increased in the past two years. Total contributions rose 4 per cent, to \$70.9-million, in 1991 from \$68-million in 1990. And officials are optimistic about reaching this year's goal of \$86-million. Although pledges have slowed and corporate gifts have stabilized in the recession, Northwestern is ahead of where it was last year at this time.

Like many other institutions, Northwestern had accumulated a significant amount of deferred maintenance. But the university is in the midst of an aggressive plan to spend \$200-million on repairs and renovations over several years. Officials hope to pay for most of the repairs through gifts and budget surpluses.

Refinancing the Debt

Northwestern has even used the recession to its advantage. With interest rates down, Northwestern refinanced \$55-million of its \$251-million debt at a fixed rate of slightly under 7 per cent. Now \$162.5-million, or nearly 65 per cent of the debt, is financed at a fixed rate. Only \$88.5-million remains at a variable rate.

Ms. McCoy says the amount of debt is "reasonable," given the overall wealth of the institution. Even so, the university has barred assuming any more debt for the time being.

Although the university is financially healthy, campus officials say it isn't immune to the severe economic challenges facing other institutions. But Northwestern officials say they have built the discipline to fight them off.

Livingstone College Erases an Epitaph With a Series of Tough Fiscal Policies

SALISBURY, N.C.

While many higher-education institutions are struggling to make ends meet, Livingstone College is making a financial comeback.

In 1988, several of its trustees thought the historically black college would have to close its doors. Its debt had soared to \$3.6-million, surpassing its endowment. The college was having trouble making its loan payments. It had no organized fund-raising operation. Buildings on the campus were falling apart. Enrollment was slipping. And faculty morale was low.

Four years later, all that has changed. Officials reported a \$1.4-million surplus in the campus's \$10-million operating budget in 1991. Fund raisers have passed the halfway mark in a \$10-million campaign. Buildings are being renovated. Enrollment is increasing. New academic projects are being developed. And positions for new professors are being created.

"Many had written the epitaph for the campus," says Livingstone's president, Bernard W. Franklin. "Now they call us 'The Miracle on Monroe Street.'"

Major Gift Wipes Out Debt

Livingstone officials blame mismanagement for the college's fiscal difficulties in the 1980's. So when Mr. Franklin took over as president in 1989, he instituted some tough fiscal policies. Mr. Franklin came to the college from Virginia Union University, where he served as vice-president for student affairs and later as an assistant to the president.

To bring its finances under control, the college used a major gift to wipe out much of its debt. In 1991 the African Methodist Episcopal Zion Church, which founded the college in 1879, gave Livingstone \$2.5-million. The college owed \$2.6-million to the U.S. Department of Education for loans it had received in the 1960's to construct several buildings. Livingstone was to repay the loan by 2030, but the college couldn't afford the fees and was racking up debt and repayment penalties. With the church's gift, Livingstone was able to pay off the debt early and was rewarded. The Education Department forgave much of the loan, leaving Livingstone with part of the gift to use for other projects. The college also persuaded its bank to let it extend repayment for five years on an additional \$1-million it had borrowed for operations.

College officials also have moved to make the campus more cost-conscious. Professors cannot buy anything without approval from administrators. Students will be dismissed if they don't pay their bills. And several positions were eliminated in a review of departments and services.



President Bernard W. Franklin of Livingstone College: "Many had written the epitaph for the campus. Now they call us 'The Miracle on Monroe Street.'"

"The bottom line is that we're a business," Mr. Franklin says. "If we don't operate as an efficient business, then we won't be in the business of educating students."

Even though most faculty members agree that the changes have put the college on the right financial track, they haven't made everyone happy. "It's been difficult," says Carrie H. Bolton, president of the Faculty Council. "There have been points at which frustrations have been high."

With an endowment of only \$2.2-million, Livingstone depends on gifts, money from the United Negro College Fund, and tuition to make up the bulk of its \$10-million operating budget.

\$10-Million Capital Campaign

Livingstone is concentrating on attracting more gifts. With aggressive fund-raising efforts, gifts to the annual fund grew from \$565,000 in 1990 to \$800,000 in 1991. Livingstone has already collected nearly \$7-million in gifts and pledges to its \$10-million capital campaign. Announced in 1991, the five-year drive seeks to raise money for student scholarships, academic programs, and building repairs.

Although many colleges are trying to limit tuition hikes, Livingstone raised tuition this year by 25 per cent to increase

revenue. The campus had not had significant increases for several years, leaving the college with one of the lowest tuitions in North Carolina.

In academic 1991-92, Livingstone raised tuition to \$2,028 a semester, from \$1,623 in 1990-91. The college plans to increase tuition again next year by an additional 10 per cent, to about \$2,200 a semester.

"When our tuition ranks at a level where we compete with other colleges like us, then we'll be able to fall back down," says Patricia M. Johnson, Livingstone's business manager.

Livingstone now requires students to pay 75 per cent of a semester's tuition when they enroll. The remainder must be paid no later than five weeks after the semester has begun. Last fall, officials sent home 60 students who didn't pay on time. This spring, no students were let go.

Better-Prepared Students

Despite the relatively steep tuition increases, students still apparently want to come to Livingstone. Applications climbed from 600 in 1990 to 700 in 1991, an increase of 17 per cent. And officials expect 850 students to apply for next academic year. Officials are also accepting more and better-prepared students. Enrollment had dwindled to 558 by 1988, but two years later it was up to 682, a 22-per-

cent increase. The number dipped this year to 615 because of the new tuition-payment policy or because students failed to meet the college's higher academic standards. Livingstone hopes enrollment will reach 700 by 1993.

The financial strength and student increases have allowed the campus to hire 11 new faculty members and create new programs. About \$500,000 from the campaign will establish the Center for Teaching Excellence, which will be attached to the college's teacher-training program. Among other things, the center will let prospective teachers tutor local children. Another new program, the Marketing and Real Estate Management Institute, will be created with \$250,000 from the campaign and will offer business students the opportunity to work in property development.

The look of the campus is improving, too. In just one year, the college spent \$1.2-million to renovate dormitories, replace heating and cooling units, and make other repairs.

Officials who worked at Livingstone before its recent transformation say Mr. Franklin's leadership has made the difference.

"It's had a new burst of energy," says Catrella Steele Hunter, dean for institutional advancement. "It's a totally new institution."

—JULIE L. NICKLIN

PRIVATE SUPPORT FOR HIGHER EDUCATION

BOOTH FERRIS FOUNDATION
30 Broad Street
New York 10004

Faculty. For programs of faculty development: \$100,000 to California Institute of Technology.

EXCON EDUCATION FOUNDATION
225 East John W. Carpenter Freeway
Irving, Tex. 75062-2258
Support. For support of programs: \$8.6-million divided among 822 colleges and universities.

FIRST NATIONAL BANK IN WICHITA CHARITABLE TRUST
c/o First National Bank in Wichita
P.O. Box One
Wichita, Kan. 67201
Alumni. For the alumni association: \$100,000 to U. of Kansas.

HENRY J. KAISER FAMILY FOUNDATION
Quindara
2400 Sand Hill Road
Menlo Park, Cal. 94028
Aging. For the Institute for Health and Aging: \$300,000 to U. of California at San Francisco.
Health care. To study whether a cap on

the rate of increase in U.S. health expenditures is viable: \$175,000 to Brandeis U.

LILLY ENDOWMENT
2801 North Meridian Street
P.O. Box 88068
Indianapolis 46208

Religion. For a study of the beliefs and practices of Catholics in Indiana: \$202,003 over three years to Purdue U.

Teaching. For workshops on teaching: \$360,113 over three years to American Academy of Religion.

Theological schools. For a faculty-research center: \$842,833 over three years to Association of Theological Schools in the United States and Canada.

For research on the role of chief executives of theological schools: \$561,000 over three years to Graduate Theological Union.

Urban affairs. For the Center for Urban Affairs: \$8.6-million over three years to Indiana U.

Support. For programs of faculty and

curricular development: \$300,000 over five years to Denison U.

MONSANTO FUND
800 North Lindbergh Boulevard
St. Louis 63187

Environment. For the center for environmental science and technology: \$500,000 to U. of Missouri at Rolla.

GUTH & BEQUESTS
College of William and Mary. For the capital campaign: \$3-million from Mark H. McCormack.

Dickinson School of Law. For scholarship: \$100,000 from the estate of George I. Bloom.

Mendix College. For the new library: \$1.1-million from an anonymous alumnus.

St. Lawrence University. For a science library and computing center: \$4-million from J. Harold and Ruth C. Landers.

University of Alabama. For a professorship in the college of commerce and business administration: \$600,000 from AmSouth Bank.

For graduate fellowships in the school of social work: \$500,000 from an anonymous donor.

University of California at Los Angeles. For a professorship in pediatric ophthalmology: \$500,000 from Weller Lutz.

University of Kansas. For scholarships in engineering: \$650,000 from Russell T. Rosenquist.

University of Missouri at Rolla. For a center for environmental science and technology: \$300,000 from Monsanto Company.

University of South Florida. For a professorship in free enterprise and economic education: \$600,000 from Frances L. and Gus A. Stavros.

University of Texas at Arlington. For support of programs: equipment valued at \$1.6-million from Atlantic Richfield Company.

University of Utah. For student-forgiveness program in the college of law: \$100,000 from Jefferson B. and Rita Fordham.

Wayne State College (Nebr.). For the capital campaign: \$1.3-million from Daniel and Jeanne Gunder.

Yale University. For archaeological research in Egypt and for the Egyptology program: \$1-million from the estate of Marilyn M. Simpson.

Students

The Medical Curriculum in the Era of AIDS

Students examine legal and ethical issues surrounding treatment and learn how to avoid becoming infected

By DEBRA E. BLUM

Stacie S. Laff, a third-year student at Rush Medical College, is drawing a sample of blood from a patient. The "patient" is really just an artificial arm, and the "blood" in its plastic veins is colored liquid.

But Ms. Laff, who is wearing gloves, a gown, and a surgical mask, performs the task as if she were working with a real patient because her career—and possibly her life—may depend on how well she performs this medical exercise.

For three years, medical students at Rush have been taught how to extract blood from a patient using special procedures to avoid exposure to infectious diseases. Beginning this academic year, in addition to hearing lectures and seeing demonstrations and a video on the subject, Ms. Laff and her classmates also must be certified in the procedures through both written and laboratory exams.

The procedures, known as "Universal Precautions," are based on a set of recom-

"As for the precautions training, that was deliberately added on, because HIV has heightened everyone's awareness about the risk of occupational exposure to pathogens."

mendations for health-care workers compiled by the federal Centers for Disease Control. The precautions are intended to minimize the risk of the transmission of blood-borne diseases from patients to physicians.

Rush decided to require the new certification mainly to deal with the increased prevalence of HIV, which causes AIDS, and heightened concern over the transmission of the disease from patients to health-care workers.

"There has always been the risk of catching something from patients, like hepatitis," Ms. Laff says. "But it's HIV that makes everyone so serious about all these exercises."

Effects Are Widespread

The precautions program is only one example of the manifold ways in which HIV has affected the medical-school curricula here and at institutions around the country. Many schools require training in precautions, but only a few require the laboratory test.

More than a decade after AIDS was identified, the science and epidemiology of the disease are typically touched on in such courses as microbiology, immunology, and pathophysiology. The ethical and legal

issues surrounding the treatment of the disease and its psycho-social aspects have been included in behavioral-science, counseling, communications, and medical-ethics courses. In addition, treating people with AIDS is often a routine part of third- and fourth-year clinical-experience and residency programs.

"There are courses that focus on different issues of HIV, and blocks of study that cover it," says Lois Margaret Nora, assistant dean for clinical curriculum at Rush. "But it is equally important that it become an integrated part of the whole approach to medical education from day one."

218,303 Cases Reported

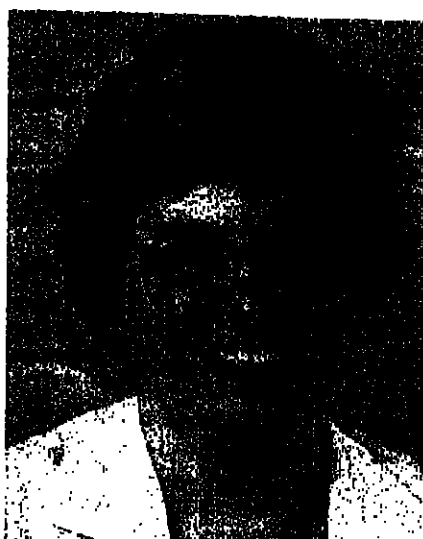
On the first day of orientation at Rush, first-year medical students are introduced to several case studies on patients. In recent years, at least one of the patients is infected with HIV or has AIDS.

Dr. Nora says the medical school included a case study that covers the disease to broach the subject early on, and to recognize that a growing number of hospital patients are HIV-infected. Dr. Nora helped develop the precautions-certification program.

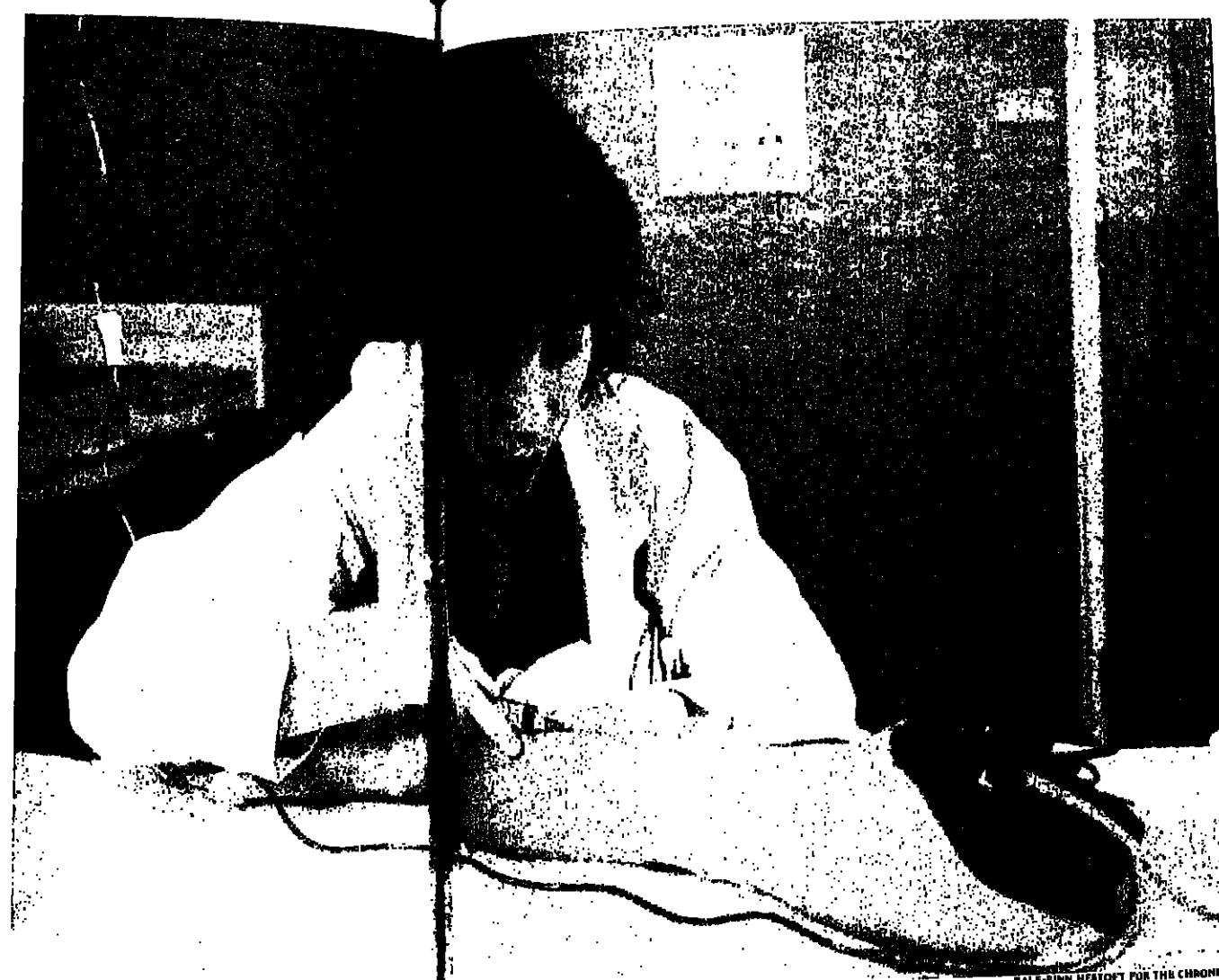
AIDS is "a medical condition," Dr. Nora says, "an epidemic that we should choose to address and at the same time have no choice but to address."

According to the Centers for Disease Control, some one million Americans have the virus, including about one in two hundred hospital patients. From 1981 through March of this year, 218,303 cases of AIDS have been reported, and 141,233 people have died of the disease. This year some 40,000 Americans are expected to learn that they are HIV positive.

People can live for more than 10 years without knowing they carry the virus. But because there is no cure, everyone who contracts HIV eventually will develop AIDS—the last stage of the viral infection.



Lois Margaret Nora, assistant dean for clinical curriculum: AIDS is "an epidemic that we should choose to address and at the same time have no choice but to address."



Stacie S. Laff, a third-year student at Rush Medical College: "It's HIV that makes everyone so serious about all these exercises."

which occurs when the body can no longer fight a disease or infection—and die.

The risk of contracting HIV after being stuck with a needle that has come into contact with HIV-infected blood is estimated at 0.3 per cent. That is far lower than the 30-per-cent chance of acquiring hepatitis B in the same way. The disease-control centers report that 47 health-care workers have contracted HIV while on the job, while each year about 9,000 health-care workers acquire hepatitis B in the workplace.

Choosing What Should Be Taught

With rapid advances in medical science in recent years, many new technologies have been discovered and medical conditions identified. Thus medical-school officials say they are constantly faced with difficult decisions about what their students ought to be taught.

"We aren't deciding whether to stop teaching the anatomy of the arm so that we can fit something new in, but we are always in a process of evolution and of setting priorities about what we should include in the curricula and training," says Larry J. Goodman, Rush's associate dean for medical-student programs. "In most courses, we didn't choose to put HIV in, but it naturally became a part of study. As for the precautions training, that was deliberately added on, because HIV has heightened everyone's awareness about the risk of occupational exposure to pathogens."

HIV, Dr. Goodman and other observers say, has increased the need to focus on a variety of issues in medical education—not just the transmission of disease.

"It has made people mindful of basic

parts of the curriculum," says Robert F. Jones, assistant vice-president for institutional- and faculty-policy studies at the Association of American Medical Colleges. "It reinforces directions of medical education that have wrongly been neglected because they are not particularly glamorous."

He says, for example, that issues of public health and the relationship between patients and physicians have been given more attention since the advent of AIDS. In addition, he says, the disease has given a

"We have HIV-infected patients on every ward of the hospital, and dealing with the implications of the disease on the patient level is where it gets tricky."

new dimension and complexity to traditional issues in medical ethics, such as patient confidentiality, informed consent, and the right to die.

Robert H. Gifford, associate dean for education and student affairs at Yale University, says the basic virology of HIV has been easy to integrate into the curriculum.

"The science of it is an easy fit into the didactic phase of education," he says. "But we have HIV-infected patients on every ward of the hospital, and dealing with the implications of the disease on the patient level is where it gets tricky. We want to prepare our students to understand the treatment, counseling, and ethical aspects of the whole thing."

Back in the training lab at Rush, Ms.

Laff is taking the precautions test. She reads a red, stop-sign-shaped warning on the "patient's" door that alerts anyone entering the room to take certain precautions to guard against contaminating the patient or having the patient contaminate the visitor.

Deliberate and a Bit Nervous

Ms. Laff washes her hands then carefully wraps a surgical mask around her mouth and nose, ties a gown behind her back, and puts on thin rubber gloves.

She enters the room, introducing herself to the "patient," and readies a tourniquet, syringe, needle, gauze pad, Band-Aid, and blood tube for the procedure. Her actions are deliberate, and she seems a bit nervous.

After transferring the drawn blood from the syringe to the blood tube—being careful to keep her fingers away from the point of the needle—she disposes of the needle and syringe in a special puncture-resistant container.

She removes her gloves and gown without touching the exposed areas with ungloved hands, and discards them in a special medical-waste container and laundry bin, respectively. She carries the tube of blood in a test-tube tray and walks out of the room, where she removes and throws away her mask. Once again, she washes her hands.

"It's a shame that it took AIDS to make us aware of the importance of things like proper precautions," says Ms. Laff, who in her white physician's coat is ready to get back to her rounds at the hospital. "We don't need all these precautions all the time, but there is no reason not to be skilled and confident in them so that we are not distracted from what we really need to be doing—helping the patients."

Universities Offer Disability Insurance to Calm the Fears of Medical Students

To calm medical students' fears of contracting HIV and AIDS, some universities offer insurance to help provide income to students should they become infected during their training.

Yale University last year became the nation's first medical school to offer the insurance. New York and Washington Universities and the University of Michigan are among some 20 institutions that now insure their medical students or plan to provide the coverage by fall, according to Robert F. Jones, assistant vice-president for institutional- and faculty-policy studies at the Association of American Medical Colleges. Nearly one-half of the nation's 126 medical schools could have the insurance by next year, he says.

Mr. Jones and other association officials helped craft a plan for medical students with two national insurance carriers. Under the plan, students are automatically eligible for disability insurance; no medical tests or questions are required.

In addition, students can pick up the premiums after they graduate and increase the coverage to protect their increased earning potential—even if they have been infected with HIV or have acquired another disability.

The coverage costs \$50 to \$100 a year for each student and would pay benefits of up to \$2,000 a month. All students at a participating institution must be covered.

"What started this initiative was the AIDS scare," Mr. Jones says. "We looked into finding insurance coverage just for AIDS, but we realized that that would send the wrong message to students about the risks of acquiring the disease and that students needed protection from other diseases and disabling conditions, too."

Medical students are not paid for their work in hospital wards, which they usually do in their third and fourth years, so they traditionally have not been entitled to the benefits that employees receive, including disability insurance and workers' compensation.

Benefits Would Defray Expenses

By their third year in medical school, students have typically accrued tens of thousands of dollars of debt and would be hard-pressed to repay their loans if they were unable to finish school or go into medical practice because of a disability. Disability insurance is not intended to cover the debts, says Mr. Jones of the medical-college association, but it would provide a monthly benefit to help defray general expenses. Most medical schools require that students have health-insurance coverage

that would help pay for medical services in case of illness.

The Centers for Disease Control has recorded 47 cases in which health-care workers have become infected with HIV while on the job. A spokesman for the centers says the statistics do not show whether any of those cases involved medical students. Medical-school administrators and other observers say they know of no cases in which medical students have acquired HIV while in an academic setting.

In contrast, some 9,000 health-care workers are infected with hepatitis B each year, and about 250 die, according to the disease-control centers. Hepatitis B, unlike HIV, is curable, and people can be immunized against it.

'Important Psychological Factors'

"The actual risk of HIV appears low, but there are important psychological factors involved," says David S. Scotch, associate dean of NYU's medical school, which this year offered disability insurance to its second-year, third-year, and fourth-year students for the first time. "One is that there is a growing number of people with HIV, and another is that AIDS, unlike other diseases, is 100 per cent fatal."

While the AIDS epidemic was the catalyst for NYU's providing the insurance, he says, the plan provides broad-

"There is a lot of anxiety out there on the part of students and those of us who feel we have a responsibility to those students."

based coverage for any disabling condition, however acquired. The university spent \$30,000 this academic year on the coverage for 435 students, he says, adding that the insurance was paid for out of the institution's operating budget.

Yale passed the cost of the disability insurance on to its students through tuition increases, and some other medical schools plan to do the same.

Still other institutions are struggling to find ways to provide the coverage. James C. Guckian, a spokesman for the University of Texas System, says his institution simply cannot afford to buy insurance for its more than 9,000 health-professions students. The system, he says, is prohibited by state law from requiring students to pay for insurance as a condition of enrollment. Since insurers who offer disability coverage to medical students require 100-per-cent participation at each institution, the Texas system "is stuck between a rock and a hard place," says Dr. Guckian.

"There is a lot of anxiety out there on the part of students and those of us who feel we have a responsibility to those students," he says. "We want to be able to offer disability insurance so that we can all feel better."

—DEBRA E. BLUM

ATHLETICS NOTES

- Board offers plan to bail out Oregon's athletics departments
- Budget cuts force U. of Cal. at Irvine to drop 3 men's teams
- Nevada will examine circumstances of Tarkanian's departure

Oregon's three public universities will, for the first time, be permitted to use institutional funds for athletics under a proposal adopted by the state system's board last month.

The State Board of Higher Education approved all but one of a special panel's proposals for dealing with huge sports deficits accumulated in recent years by Oregon State and Portland State Universities and the University of Oregon.

The board rejected a recommendation that would have forgiven the \$6.3-million operating deficit that the three programs now carry.

Toward its goal that the institutions not incur any new deficits through 1995, the board voted to:

- Impose a surcharge averaging one dollar on all tickets sold to the three universities' sports events.
- Require the institutions to reduce sports expenditures by 2 per cent each year through 1995.

■ Encourage the universities to improve their fund-raising efforts for athletics.

■ Require institutions to continue paying interest on the accumulated deficits, but relieve them of having to make payments on the principal through 1995.

■ Allow the universities to use institutional money for non-revenue sports if the other efforts do not succeed in reducing the debt.

While the board portrayed the

use of institutional money only as a last resort, the universities' sports officials said the money would be essential to sustain their programs.

Dutch Baughman, athletics director at Oregon State University, said the 2-per-cent budget cuts would be tough to swallow, especially because cost-of-living and tuition increases, which affect staff salaries and the value of athletic scholarships, respectively, will probably exceed 2 per cent.

"Basically they've told us to do more of what we're doing, cut 2 per cent, and there's no relief from the deficit, which isn't much of a help," Mr. Baughman said. "But if this opens the door for general funds, I see a bright light."

The board's decision to approve the use of institutional funds came

over the objections of Oregon's statewide faculty group, which said that state money should not be spent on athletics when so many academic needs were going unmet.

The University of California at Irvine dropped three sports teams last week, citing crises in the state and the University of California system. This is the second straight year that financial woes have forced budget cuts in Irvine athletics. Last year the university dropped support for five sports, requiring them to pay for themselves.

All three of the teams that will be eliminated after next month are for men—baseball, track and field, and cross-country—reflecting the university's concerns about gender equity. Those cuts, along with the addition of women's crew next fall, will leave Irvine with eight teams for men, eight for women, and one co-educational team, sailing.

The university said the sports program had a \$319,000 deficit this year, and faced a 10-per-cent cut next year for all Irvine programs that do not grant degrees.

Tom Ford, the athletics director, said Irvine also would make "significant cuts in administrative expenses and operating costs."

A committee of the Nevada legislature voted last week to begin a wide-ranging investigation of the University of Nevada at Las Vegas and the circumstances surrounding the departure of Jerry Tarkanian, its former men's basketball coach.

The Legislative Commission, which is charged with carrying out the business of the Nevada legislature between sessions, voted 7 to 3 with two abstentions to start an inquiry next month. The two lawmakers who abstained are professors at the university.

The commission appointed a panel of six legislators to conduct the review, which is expected to cover the events surrounding Mr. Tarkanian's forced resignation in March, charges of ticket scalping, the relationship between the university and the UNLV foundation, its private fund-raising arm, and "anything else anyone wants to bring to the table," said John Vergies, the panel's chairman.

The panel said it would not use any state money for the inquiry.

Mr. Tarkanian's backers have in recent months exhorted lawmakers and others to review the way the university investigated charges of wrongdoing in the basketball program. —DOUGLAS LEDERMAN

Briefly Noted

■ Willie Jeffries, the football coach at South Carolina State College will resign his duties as athletics director next month, the university announced one day after it forfeited its league track-and-field title because of rules violations.

■ Wimp Sanderson, the University of Alabama's men's basketball coach, has quit after 12 years amid charges that he hit his secretary. Mr. Sanderson's long-time assistant filed a sex-discrimination complaint this month against the coach with the U.S. Equal Employment Opportunity Commission.

Athletics

Dispatch Case

Up to 20 Australian universities are involved in a plan to set up an office in Washington by July to encourage greater contact with U.S. institutions and persuade more students from North America to study in that country.

The office also will assist in setting up partnerships and cooperative research projects with institutions in the United States and Canada. It will work to promote the development of Australian-studies courses at U.S. higher-education institutions.

Ten of the biggest universities in Australia already have signed an agreement to establish the office, and at least eight others are strongly interested in joining the group. The move is being supported by Australia's ambassador in Washington, Michael Cook, who is expected to provide office space at the embassy for the project.

During his visit to Australia last year, President Bush called for increased contacts between American and Australian education institutions. U.S. Secretary of Education Lamar Alexander went to Australia last month for talks with university officials.

The new office will work first to increase the number of American students in Australia from 1,200 a year to 3,000 within three years. An estimated 80,000 American undergraduates go abroad annually for a semester or more of study.

According to Australian education officials, over the past two years American universities have expressed growing interest in Australian studies and study-abroad programs in Australia.

France's education establishment was rocked last month when two teaching unions were ousted from the National Education Federation, an umbrella teaching confederation that is the country's largest association of civil servants.

The executive council of the federation—known as FEN, for its initials in French—decided to oust the National Union of Secondary Education, representing 72,600 members, and the National Union of Physical Education, with 9,000 members. Both unions were close to the Communist Party, and they were expelled on the grounds that they "constantly violated the ground rules of the FEN and refused to agree to end their divisive behavior."

The National Higher Education Union, representing university professors, has joined the two ousted groups in asking the courts to overturn the federation's action. The case will be heard June 24.

With a membership of 350,000 in 40 separate unions, the FEN is the largest organization representing teachers in France and has always had an important role in nationwide wage negotiations. Some observers here say the ouster of the two unions could eventually result in the federation's disintegration.

International



Marvin Marshak (center rear), head of physics at the U. of Minnesota, with Russian physicists who have joined the department (from left): Mikhail Voloshin, Arkady Vainshtein, Leonid Glazman, Boris Shklovskii, and Mikhail Shifman.

U.S. Universities Lure Many Renowned Physicists and Mathematicians From Former Soviet Union

Continued From Page A1

"has the potential for the biggest shakeup since World War II."

"In physics, there's been a tendency for the good places to get better and the not-so-good places to have a hard time, basically because of money," he adds. "This Russian emigration is not going to make the good places bad and the bad places good overnight. But it's going to shake things up a little, because it's a wild card in the deck."

The rush to exploit this previously untapped source of talent has not been without problems. It has raised questions about whether U.S. universities are exacerbating the brain drain of scholars from Russia for their own gain. And it has created tensions in some university departments that are unable to find faculty positions for American postdoctorates but are willing to offer large salaries and endowed professorships to senior Russian scholars.

Some Russian scientists, such as Roald Z. Sagdeev, a professor of physics at the University of Maryland at College Park who headed the Soviet Institute for Space Research from 1973 to 1988, dismiss suggestions that the emigration of scholars to other countries could significantly harm science in the former Soviet Union.

Threat of 'Internal Brain Drain'

The greater threat, he says, is posed by the "internal brain drain," the thousands of talented researchers who are leaving science for better-paying careers in Russia. Because Russia is now incapable of adequately supporting its scientists, they are being encouraged to take opportunities elsewhere, where they can remain in

science and then return when the economy improves, Mr. Sagdeev says.

Others doubt that a significant number of those who leave Russia will ever return. What's more, the very absence of those senior scientists, they warn, may prevent an economic recovery and hinder efforts to rebuild science in Russia.

In a recent speech at Georgetown University, Boris Saltykov, Russia's Minister

"It wasn't a problem of money. It was a problem of danger and stability. It would be difficult to go back after having this high quality of life here. I know my children will not go back."

for Science, Higher Education, and Technology Policy, said he originally believed that the declining support for science in his country would eliminate unproductive scientists and institutions from the system. "But what we are finding is that the opposite is true," he said. The most talented scientists have left, he complained, while "the dead wood" has remained.

All of that weighs heavily on scholars from the former Soviet Union who have accepted lucrative positions at American universities, but wonder how their absence will affect their colleagues and the institutions they left behind.

Some, like Mikhail B. Voloshin, associate director for particle physics at the Minnesota Institute, admit they feel guilty

about leaving and say they hope to return soon.

"If there was any sense in it, I would go back in June," says Mr. Voloshin, who retains a position at the Institute of Theoretical and Experimental Physics in Moscow.

Other émigrés, particularly those who endured anti-Semitism in Russia, feel differently.

"At this moment, it's not a situation I could live in," says Boris Shklovskii, associate director for condensed-matter physics at the Minnesota Institute and a former professor at St. Petersburg University. "It wasn't a problem of money. It was a problem of danger and stability. It would be difficult to go back after having this high quality of life here. I know my children will not go back."

Says Mr. Voloshin: "It is a very personal decision. I know very many people whom I respect who just came and said, 'That's it, I am staying here.' Even for people who come with the intention of going back, the longer they stay, the harder it is to do, because they put down roots."

Monthly Pay Would Be \$15

Mr. Voloshin admits there would be few rewards for him to return now. If he left Minnesota, his monthly pay at the Moscow institute would be 1,500 rubles, or \$15, about half the salary of a janitor there, and far short of what is needed to support his family of four. Two summers ago, when he worked at the Moscow institute, Mr. Voloshin says his salary could pay only half of the family's food bill.

At the Minnesota Institute, however, his

Continued on Following Page

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Gazette

Continued From Preceding Page
Bonnie Gulton, secretary of California's State and Consumer Services Agency, to dean of the school of commerce at U. of Virginia.

Susan F. Hajian, acting general counsel at Bruders U., to vice-president and general counsel at Macalester College.

Laurie B. Hamre, director of student activities at St. Olaf College, to associate dean of students at Macalester College.

Jan Hansen, professor of economics at U. of Wisconsin at Eau Claire, also to director of the center for economic education.

Jerry Johnson, director of the center for economic education at U. of Wisconsin at Eau Claire, has retired.

Richard H. Kama, dean of administrative services at Sonoma State U., to vice-president for academic affairs at Western State College (Colo.).

RuthAnn Lovelace, associate director of annual support at Colgate U., to executive secretary of the university's Alumni Corporation Board of Directors and director of alumni affairs.

William J. Lundstrom, chair and professor of marketing at Old Dominion U., to dean of the college of business administration at Cleveland State U.

Tom L. MacGregor, acting dean of the college of technology at Boise State U., to dean.

Gary K. Maki, director of the Microelectronics Research Center at U. of Idaho, to professor of electrical and computer engineering and director of the Microelectronics Research Center at U. of New Mexico.

John N. Mangieri, provost and vice-chancellor for academic and student affairs at U. of New Orleans, to president of Arkansas State U., effective July 13.

Curita A. Martin, provost at Seattle Pacific U., to president, effective in August.

J. B. Metcalf, deputy director of Australian Road Research Board, to associate director of the Institute of Recyclable Materials and professor of engineering at Louisiana State U.

Norihiko Mihara, assistant vice-president at U. of Washington, to vice-president for university relations at U. of Northern Colorado.

The Rev. Dr. Calvin S. Morris, associate professor of pastoral theology and director of Ministries in Church and Society at Howard U., to vice-president for academic affairs and academic dean at Interdenominational Theological Center.

May Osterloh, associate dean of undergraduate studies at Brooklyn College of City U. of New York, to dean of undergraduate studies at Babson College.

Linda Levy Peck, professor of history at Purdue U., to professor of history at U. of Rochester.

Heleen E. Peltier, consultant in Maine, to director of Upward Bound at Bowdoin College.

John A. Richardson, former chancellor of North Dakota U. System, to vice-chancellor for academic affairs at U. and Community College System of Nevada.

Marlo Kibbie Robinson, interim vice-chancellor for student affairs at U. of Illinois at Chicago, to vice-chancellor for research and director of the Office of Sponsored Projects at U. of Texas at El Paso, to associate vice-president for research and graduate studies.

Key Schallert, provost at Chadron State College, to provost and vice-chancellor for academic affairs at U. of Wisconsin at Whitewater.

Benno G. Schmidt, Jr., president of Yale U., has announced his resignation.

Eugene K. Schuler, Jr., director of the technology-transfer office at Research Foundation of State U. of New York, to campus director of technology transfer at State U. of New York at Stony Brook.

Blanco Stanley Schwartz, interim chancellor of U. of Missouri at Kansas City, to chancellor.

H. Erik Shaw, president of Lake Superior State U., to president of Minot State U.

August H. Simonson, acting executive officer of the McKeesport campus of Pennsylvania State U., to executive officer of the university's Fayette campus.

Bill R. Spencer, president of Kansas City Kansas Community College, has announced his retirement, effective January 1.

Mary Clark Stuart, executive vice-president and professor of history at La Roche College, to president of College of Mount Saint Vincent, effective August 10.

Paul K. Sugrue, vice-provost of U. of Miami, to dean of the school of business administration.

Isabel M. Warner, professor of analytical chemistry at Emory U., to professor of air quality and environmental analytical chemistry at Louisiana State U.

Rabbi Robert Wexler, vice-president for administration at U. of Judaism, to president.

David Wilhoit, counselor at Lincoln Memorial U., to director of housing and residence life.

Blenda J. Wilson, chancellor of U. of Michigan at Dearborn, to president of California State U. at Northridge.

IN THE ASSOCIATIONS

Betsy Smith DuBose, provost at Pensacola Junior College, has been elected president of National Council on Community Services and Continuing Education.

Susan Kaiser, associate professor of textiles and clothing and associate dean for curricular and student affairs in the College of Agricultural and Environmental Sciences at U. of California at Davis, has been elected president of International Textile and Apparel Association.

Judith A. Legemann, professor and chair of communications sciences and disorders and professor of otolaryngology and head and neck surgery and neurology at Northwestern U., has been named president-elect of American Speech-Language-Hearing Association.

MISCELLANY

Brian Andreen, former director of programs for science research and education at Research Corporation, to vice-president.

Lawrence A. Wanner, professor of communication arts at U. of San Francisco, has been named editor of *Journal of Sport and Social Issues*.

Deaths

Edward J. Arlinghaus, 67, director of the graduate program in health and hospital administration at Xavier U. (Ohio), May 11 in Cincinnati.

Joseph F. Healey, 81, former track coach at New York U., May 16 in Westwood, N.J.

Joe Earl Holloway, 58, former dean of the Gulf Coast campus of U. of Southern Mississippi, May 19 in Long Beach, Miss.

Alfred Moelling Lee, 85, professor emeritus of sociology at Brooklyn College and director of City U. of New York, May 19 in Madison, N.J.

Dorothy E. Lee, 78, professor emerita of business at Virginia Commonwealth U., May 13 in Richmond, Va.

Richard L. Little, 58, associate professor of vocational education at Southern Illinois U. at Carbondale, May 3 in El Cajon, Cal.

Willard Rhodes, 91, professor emeritus of music at Columbia U., May 15 in Sun City, Ariz.

Coming Events

A symbol (s) marks items that have not appeared in previous issues of The Chronicle.

JUNE 22-23 **Adult students.** "100 Ways to Better Serve Adult Students," seminar, College Board, Marriott East Side Hotel, New York. Contact: Elena K. Morris, (212) 713-8101.

10-12: Computers. International conference on intelligent tutoring systems, Association for Computing Machinery and other sponsors, Montreal. Contact: Claude Frasson, (514) 343-7019.

10-12: Fund raising. "The Fund Raising School: Interpersonal Skills for Fund Raising," Indiana University, Indianapolis. Contact: Center on Philanthropy, Indiana University, (317) 274-7063, fax (317) 684-8900.

10-13: Higher education. Seminar for new deans, Council of Colleges of Arts and Sciences, College of William and Mary, Williamsburg, Va. Contact: Richard J. Hopkins, (614) 292-1882.

11: Freshman-year experience. "Freshman-Seminar Instructor Training," workshop, University of South Carolina, Columbia. Contact: (803) 777-6029.

12: Information. "Information Sharing Across the Land," regional conference, Conference Board, Fairmont Hotel, San Francisco. Contact: Conference Board, (212) 759-0900.

12-13: Student recruitment. "Telemarketing: an Untapped Recruiting Tool," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, (202) 328-5900.

12-13: Community colleges. Regional seminar, Association of Community College Trustees, Snowmass, Colo. Contact: ACTCT, (202) 775-4667.

12-13: Mathematics. "Symposium in Honor of Anil Nerode: Logical Methods in Mathematics and Computer Science," Cornell University, Ithaca, N.Y. Contact: Richard Shore, Department of Mathematics, Cornell University, Ithaca, N.Y. 14853.

12-13: May Session. Conference on the life and work of May Sarton, Westbrook College, Portland, Me. Contact: Anne G. Arseneault, Continuing Studies, Westbrook College, 716 Stevens Avenue, Portland, Me. 04103.

12-13: Science education. "Labs for Liberal Learning III: National Conference on the Role of Laboratory Exercises in General Education Science Courses," Hunter College of City University of New York and California State University at San Marcos, San Diego. Contact: Ezra Shahn, (212) 772-5349, fax (212) 772-5227, or (619) 752-4200, fax (619) 752-4030.

12-13: Science education. "Science and Technological Education in the Freshman Year," workshop, University of South Carolina and other sponsors, Worcester, Mass. Contact: (803) 777-6029.

12-14: Virginia Woolf. "Virginia Woolf: Themes and Variations," conference, Southern Connecticut and Western Connecticut State Universities, New Haven, Conn. Contact: Vera Newrow-Turk, Department of English, Southern Connecticut State University, New Haven, Conn. 06515.

12: Continuing education. "Lean and Mean: What's Up for Continuing Education in the 90's," regional meeting, Association for Continuing Higher Education, Ramada Hotel, West Springfield, Mass. Contact: Florence McGarry, (413) 747-6325.

12: Disabilities. "The Americans With Disabilities Act, Title III—Accessibility," satellite seminar, California State University at Long Beach and California Association of Rehabilitation Professionals. Contact: Video Program Development, (310) 985-8334, fax (310) 985-8449.

12: Management. "Total Quality Management: Executive Seminar," QSystems Inc., Detroit. Contact: QSystems, (619) 778-8704.

12-13: Disabilities. "Learning Disabilities at the College Level," conference, University of Colorado, Boulder, Colo. Contact: Rush Services, (303) 443-8489.

12-13: Multiculturalism. "Cultural and Linguistic Variation in the United States: Implications for Assessment and Intervention in Speech and Language," conference, Temple University, Philadelphia. Contact: Anne Filippen, (215) 787-1878.

12-14: Town-gown relationships. "Town and Gown: Conflicts & Issues in Historic Preservation," symposium, Harrisburg Area Community College and Pennsylvania Historical and Museum Commission, Harrisburg, Pa. Contact: Michel R. Lefevre, (717) 787-4363.

12-15: Administration. "Doing More with Less: The Challenge of Constraints," annual assembly, American Association of University Administrators, Cincinnati. Contact: (202) 994-6503, fax (202) 994-0654.

12-15: Athletics. "Sport in the Global Village: Comparative Perspectives," conference, International Society for Comparative Physical Education and Sport, Houston. Contact: iscpes, University of Houston, Houston 77204-5331.

12: International education. "Caribbean and American Cultures: Interaction

Gazette

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12: International education. "Caribbean and American Cultures: Interaction

Impact," annual conference, Caribbean Association of Professionals and Scholars, Washington. Contact: 617 Kennedy Street, N.W., Arlington 20011.

14: Higher education. Annual meeting, American Association of University Professors, Omni Shoreham Hotel, Washington. Contact: (202) 737-7300.

14: Experiential learning. "National Institute on the Assessment of Experiential Learning," Thomas Edison State College and other sponsors, Princeton, N.J. Contact: Debra Dagavan, (609) 984-1411.

14: Women. "Leadership Development Program for Women in Higher Education," National Institute for Leadership Development, Detroit. Contact: NILD, (602) 223-4290.

14: Flag Day

14: Fund raising. "Major Gifts Fundraising," Institute for Charitable Giving, Crystal City Marriott Hotel, Arlington, Va. Contact: (312) 222-9211, fax (312) 222-9411.

14: Student success courses. Four-day workshop on student success courses, College Survival Inc., Vancouver, British Columbia. Contact: (604) 528-8323, fax (604) 543-7553.

14: Music. "Institute for Music Therapy," College Music Society, University of Montana, Missoula, Mont. Contact: CMS, (406) 721-9616.

14: Teaching. Summer institute on college teaching, Virginia Tidewater Community College, College of William and Mary, Williamsburg, Va. Contact: Lawrence G. Dotolo, (804) 683-1183, fax (804) 683-4515.

14: Drug abuse. "Summer School of Alcohol Studies," Rutgers University, New Brunswick, N.J. Contact: (908) 943-3717.

14: Baseball and American culture. Annual Cooperstown symposium on baseball and the American culture, State University of New York and other sponsors, Otsego Hotel, Cooperstown, N.Y. Contact: Alvin L. Hall, Dan, Continuing Education, State University of New York College, Oneonta, N.Y. 13820-4015.

14: Computers. "National Educational Computing Conference," Sheraton Annapolis Hotel, Annapolis, Md. Contact: (410) 565-3983, fax (410) 565-2185, or Susan Gayle, (503) 346-2834, fax (503) 346-5890.

14: Environmental studies. "Remote Sensing for Marine and Coastal Environment: Needs and Solutions for Pollution Monitoring, Control, and Assessment," conference, ERIM, New Orleans. Contact: Nancy J. Wellman, ERIM, (313) 994-1200, ext. 3234, fax (313) 994-5123.

14: Teacher education. "Through the Looking Glass: Concept, Ideal, Reality," annual meeting, National Association of State Directors of Teacher Education and Certification, Boston Park Plaza Hotel, Boston. Contact: Donald Hall, (206) 547-0437.

14: Computers. "Mathematical Aspects of the Curriculum: Developing Consensus," workshop, Vanderbilt University, Nashville. Contact: (615) 323-3951.

14: Engineering. "A Conference for Exploration of a National Engineering Information Service," Engineering Foundation and Council on Library Resources, Sheraton Palm Coast Hotel, Palm Coast, Fla. Contact: Engineering Foundation, (212) 705-7835, fax (212) 705-7441.

14: Management. Management seminar, executive Management Services Inc., Ramada Renaissance Hotel, Saratoga Springs, N.Y. Contact: Arlene Barr, (518) 497-0345 or (303) 497-0365, fax (303) 497-0338.

14: Teaching. "Teaching Abilities Across the Curriculum," workshop, Alverno College, Milwaukee. Contact: Alverno Institute, (414) 382-6087.

14: Teaching and assessment. "Assessment as Learning Workshop," Alverno College, Milwaukee. Contact: Alverno Institute, (414) 382-6087.

14: Mathematics. Workshop for college teachers of mathematics, Mathematical Association of America, Housatonic, Conn. Contact: Elias Deeba, (713) 221-8390.

14: Phenomenology. "Allegory Old and New: Creativity and Continuity in Culture," international conference, World Phenomenology Institute and International Society for Phenomenology and Literature, Luxembourg. Contact: (617) 489-3696.

14: Personnel. "Admission-Representative Seminar," at Gallup, Lincoln, Neb. Contact: Cheryl T. Deamer, (800) 288-8392.

17: Admissions and records. Workshop, Virginia Association of Collegiate Registrars and Admissions Officers, Mary Washington College, Fredericksburg, Va. Contact: Shelley Olds, (804) 752-7305.

17: College guides. "Everything You Want to Know About College Guides," workshop, Pennsylvania State University, Harrisburg, Pa. Contact: Annette Crema, (717) 772-3590 or (800) 346-0119.

17-19: Fund raising. "The Fund Raising School: Planned Giving—Getting the Proper Start," Indiana University, Indianapolis. Contact: Center on Philanthropy, (317) 274-7063.

17-19: Fund raising. "How to Prepare Your Fund-Raising Plan and Evaluate Your Results," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, (202) 328-5900.

17-19: Research administration. "Fundamentals of Sponsored-Project Administration," training program, National Council of University Research Administrators, Minneapolis. Contact: NCUA, (202) 466-3894.

17-19: Student recruitment. "The Real

Cost of Recruitment," workshop, Council for Advancement and Support of Education, Philadelphia. Contact: CASE, (202) 328-5900.

17-20: Computers. International conference on computers and learning, Acadia University, Wolfville, Nova Scotia. Contact: Ivan Tomek, (902) 542-2201, fax (902) 542-7224.

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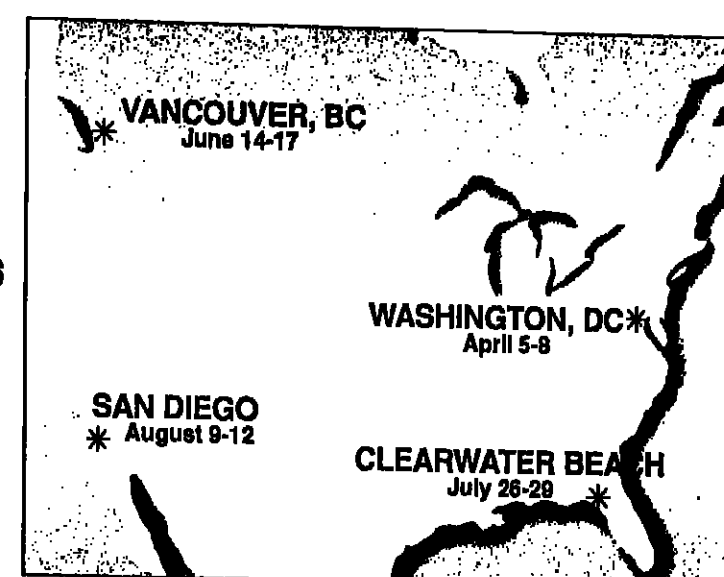
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CONFERENCES, WORKSHOPS, CALLS FOR PAPERS

The 1992 Student Success Course Workshops



In addition to these four-day workshops, College Survival, Inc., will conduct four one-day Student Success Course Seminars in Los Angeles, Detroit, San Francisco, and Dallas. They will also host The 1992 Conference on Student Success Courses in Chicago, IL.

In 1992, COLLEGE SURVIVAL, INC., will present a series of four-day workshops in the United States and Canada. The Student Success Course Workshops are exceptional training opportunities for teachers, coordinators, and administrators who initiate or present extended orientation, study skills, or other student success courses. These new workshops will be the most comprehensive training events ever conducted by Dave Ellis, author of *Becoming a Master Student*, and members of the College Survival, Inc., consulting staff.

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CALL FOR PAPERS

The National Council for Black Studies, Inc.
17th Annual & 1st International Conference

CONFERENCE THEME:
Uniting African World Scholars & Communities:
Global Realities & Social Transformation

CONFERENCE SITE & DATES:
Accra, Ghana July 29 - August 5, 1993

Jointly Hosted by the National Council for Black Studies, and The W.E.B. DuBois Memorial Centre for Pan African Culture, Accra, Ghana, in Conjunction with The Association of African Universities and The Universities of Ghana.

Typical Abstracts for proposed panels/papers should not exceed 250 words. To facilitate anonymous review of abstracts, names, addresses, telephone/fax numbers, institutional affiliations, along with titles of papers/panels should be attached to the abstract on a separate page. Send abstracts and other inquiries, preferably by fax to:

Dr. William Little, U.S. Chairperson
Conference Program Committee
Center for Black Culture and Research
West Virginia University
590 Spruce Street

Point of View

By Bryan Barnett

MORE THAN 30 YEARS AGO, in his well-known essay "The Two Cultures," the British scientist and novelist C. P. Snow first called public attention to the fact that modern learning was in the process of dividing into two separate realms, one centered on the sciences, the other on the arts and humanities. A flood of concern followed, but not enough to arrest the trend that by now has divided the modern university into two distinct parts. The parts not only have different cultures, but frequently also different administrations, budgets, sources of financial support, academic standards, and sometimes even campuses.

Although the future still is somewhat murky, tentative but unmistakable signs indicate that the university has begun the process of dividing again, this time into one part devoted to undergraduate education and another to full-time research. It is too soon to know what form this division finally might take, but it is not too soon to conclude that it ultimately will occur or to speculate on its causes and consequences.

The most obvious sign of this division is the increasing amount of teaching done by non-tenure-track instructors, either graduate students or semi-permanent visiting lecturers. A still more telling sign is the emergence of independent programs within the university whose main mission is instruction. The most noteworthy examples are the writing programs, now distinct from English departments, which are staffed by permanent non-tenure-track instructors whose only responsibility is teaching. Many institutions are developing programs of remedial instruction that operate on the same basis.

But the most telling signs of division are recent proposals for "teaching tracks" for tenure (at the University of Colorado, for example) or the creation of a separate undergraduate teaching college within the university (proposed by faculty members at the University of Michigan). None of these proposals has yet been enacted, but they are not dismissed as inconceivable the way they would have been just a few years ago.

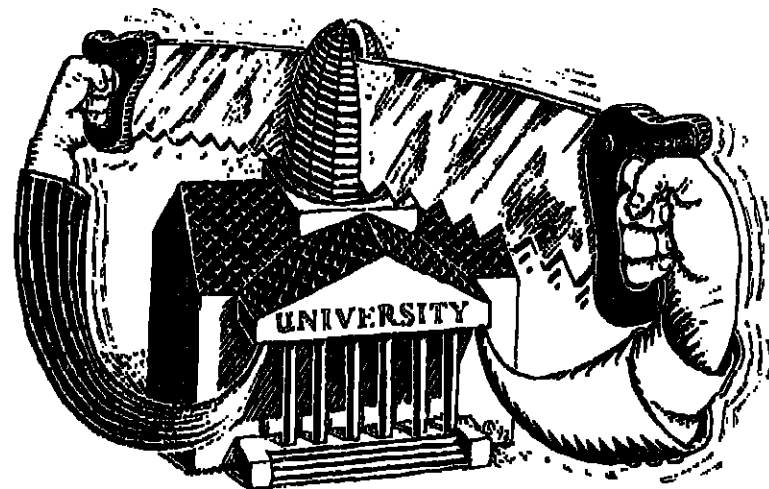
While these developments are suggestive in themselves, other reasons exist for thinking that they foretell a larger shift toward two separate institutions of research and teaching. Such a separation will probably emerge because, several generations of official rhetoric notwithstanding, the present requirements for high-quality undergraduate education ultimately are incompatible with the sort of research programs now required to secure tenure, promotion, external support, and scholarly reputation and status.

Our rapidly changing technological society will require greater knowledge and competence among young people at the very moment when persistent deficiencies in primary and secondary education mean that many undergraduates arrive on campus less prepared than ever before. The challenges of undergraduate teaching thus are growing. Meeting students' needs will require not only a commitment to developing better curricula and teaching strategies, but also, as a Harvard University survey on effective teaching suggested several years ago, the willingness to spend significantly more time with students. Such a commitment of time is irreconcilable with the demands of research today, and, more important, is not valued in the professional culture of research-oriented faculty members.

One cannot produce the quality or quantity of research needed to establish a significant reputation among peers as a part-time pursuit. So the research demands on individual faculty members will never leave enough time or energy for them to meet the need for devoted teaching and curriculum development.

Conceding the tilt toward research at universities, some faculty members have suggested that it was im-

Teaching and Research Are Inescapably Incompatible



ROBERT SMITH FOR THE CHRONICLE

posed by administrators seeking to enhance the prestige of their institutions. Those faculty members now assert that a harmonious balance once existed between teaching and research, a balance that administrations could restore. But this supposition is questionable.

The research culture was not imposed by administrators. They have supported it, because they have bought into the value system that attaches prestige mainly to research reputations and the amount of grant money received. But it is the faculties that spawned the research culture and maintain it through hiring and tenure practices that they control. Therefore it is wrong to suppose that the division now emerging in academe will be avoided if central administrations decide that teaching deserves more attention from faculty members than it has been receiving.

The notion that research enhances teaching, a staple argument of those who defend the *status quo*, is not a compelling justification for the unprofitable marriage that now exists. While the exposure to new knowledge and the thoughtful reflection that accompany research can do much to enliven a teacher, the fact remains that the skills and abilities essential to prolific publication have little to do with good teaching. Good teachers can retain their intellectual vitality without publishing (or at least without publishing much), but professional success as a scholar/researcher depends on substantial publication.

Further, research-based reputations most often are built by intensive work in a very narrow specialty. However, the needs of undergraduates are for introductory-level work, broad exposure to several disciplines, and integrated knowledge. Few undergraduates are ever going to have any extended use for the cutting-edge knowledge of narrow research fields. Their need is principally for more basic knowledge that will be useful in a variety of fields and contexts. This is not the kind of knowledge contained in the average research-journal article, which is why a life spent writing such articles is not a particularly good foundation for excellent teaching.

None of this is to say that research is not valuable. But the inescapable incompatibility of the demands of research and teaching, tacitly conceded in the emerging practices and proposals that I mentioned above, suggests that the overall mission of the university might ultimately be better served by the open and conspicuous separation of the two.

Taken to its logical conclusion—to almost the exact place where science and the humanities now stand with respect to one another—the division of the university into separate research and teaching sectors will mean separate administrations, budgets, and faculties. These

might be established within each school or department. Another possibility would be a literal division of the university as a whole into an undergraduate college loosely associated with a collection of research institutes. The members of those institutes might continue to provide instructional services to the colleges in the form of lecture programs, but they would have no responsibility for testing or grading students' work.

Although the idea doubtless will disturb many faculty members and administrators, such a division should not be unwelcome. Most significantly, it would bring into the open the competition for institutional resources and support that always has existed between teaching and research, despite official rhetoric to the contrary. Each of these activities would have to justify itself independently of the other.

Research that produces nothing of evident value would no longer be able to get a free ride on the public's need to finance undergraduate education. Research would have to prove its worth apart from any contribution that it purportedly makes to teaching; or it could be paid for out of teaching budgets only to the extent that it contributes to specific educational goals that have been independently determined. This might include research focused on new teaching strategies or the development of instructional technology.

AT THE SAME TIME, the separation of teaching and research would free curricula from the bondage to research interests that is most clearly evident in specialized and esoteric course titles like "The Seduced Maiden Motif in German Literature" (a real course, German 454). Go to the course catalogue of any department in any major university and try to divine what it is that faculty members think their students should know. The unmistakable message of the mélange of course topics is that the faculty thinks students should master whatever it is the faculty finds interesting enough to study. This is hardly the best approach to determining the content of undergraduate education.

Freed from dependence on the research interests of faculty members, curricula could be developed and arranged principally with the needs of students in mind. This change would place great and much-needed pressure on teaching faculties to formulate a coherent and independent vision of what it is the well-educated undergraduate ought to know and—more important—ought to know how to do.

A genuinely independent reassessment of the undergraduate curriculum is desperately needed now at many institutions. But this can be accomplished only if teaching resources are not tied to a pre-existing research agenda determined by considerations, such as the availability of grant money, that are extraneous to students' needs.

The thought of such a transformation of the university is sure to be unsettling. But the actual transformation, if present trends are indicative, will be much less painful than contemplating it in advance. Indeed, it is more likely to occur and more certain to be enduring precisely because it will not issue from a rationalist blueprint, but will instead emerge slowly and unnoticed in a thousand small accommodations to changing needs and circumstances. As it has already begun to do, the change will overtake most of us before we are even aware of it. But we can make the most of the future by attending carefully to the changes now under way and recognizing what they mean for the university as a living, evolving institution.

Bryan Barnett is an academic-program administrator at Rutgers University.

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Although the future still is somewhat murky, tentative but unmistakable signs indicate that the university has begun the process of dividing again, this time into one part devoted to undergraduate education and another to full-time research. It is too soon to know what form this division finally might take, but it is not too soon to conclude that it ultimately will occur or to speculate on its causes and consequences.

The most obvious sign of this division is the increasing amount of teaching done by non-tenure-track instructors, either graduate students or semi-permanent visiting lecturers. A still more telling sign is the emergence of independent programs within the university whose main mission is instruction. The most noteworthy examples are the writing programs, now distinct from English departments, which are staffed by permanent non-tenure-track instructors whose only responsibility is teaching. Many institutions are developing programs of remedial instruction that operate on the same basis.

But the most telling signs of division are recent proposals for "teaching tracks" for tenure (at the University of Colorado, for example) or the creation of a separate undergraduate teaching college within the university (proposed by faculty members at the University of Michigan). None of these proposals has yet been enacted, but they are not dismissed as inconceivable the way they would have been just a few years ago.

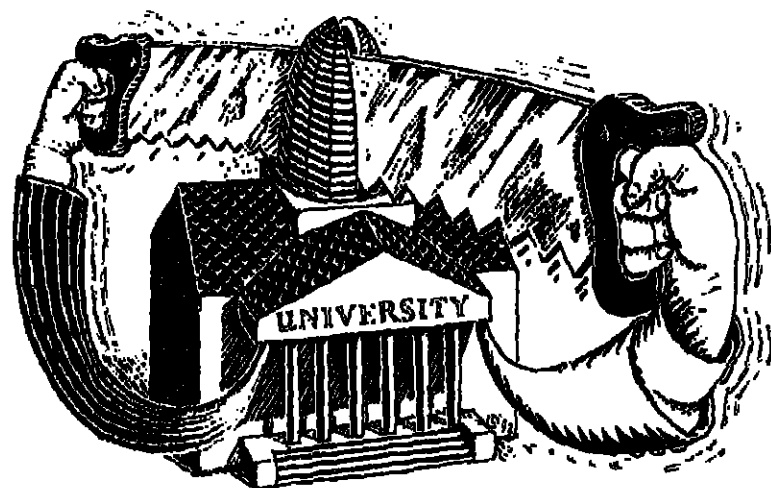
While these developments are suggestive in themselves, other reasons exist for thinking that they foretell a larger shift toward two separate institutions of research and teaching. Such a separation will probably emerge because, several generations of official rhetoric notwithstanding, the present requirements for high-quality undergraduate education ultimately are incompatible with the sort of research programs now required to secure tenure, promotion, external support, and scholarly reputation and status.

Our rapidly changing technological society will require greater knowledge and competence among young people at the very moment when persistent deficiencies in primary and secondary education mean that many undergraduates arrive on campus less prepared than ever before. The challenges of undergraduate teaching thus are growing. Meeting students' needs will require not only a commitment to developing better curricula and teaching strategies, but also, as a Harvard University survey on effective teaching suggested several years ago, the willingness to spend significantly more time with students. Such a commitment of time is irreconcilable with the demands of research today, and, more important, is not valued in the professional culture of research-oriented faculty members.

One cannot produce the quality or quantity of research needed to establish a significant reputation among peers as a part-time pursuit. So the research demands on individual faculty members will never leave enough time or energy for them to meet the need for devoted teaching and curriculum development.

Conceding the tilt toward research at universities, some faculty members have suggested that it was in-

Teaching and Research Are Inescapably Incompatible



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posed by administrators seeking to enhance the prestige of their institutions. Those faculty members now assert that a harmonious balance once existed between teaching and research, a balance that administrations could restore. But this supposition is questionable.

The research culture was not imposed by administrators. They have supported it, because they have bought into the value system that attaches prestige mainly to research reputations and the amount of grant money received. But it is the faculties that spawned the research culture and maintain it through hiring and tenure practices that they control. Therefore it is wrong to suppose that the division now emerging in academe will be avoided if central administrations decide that teaching deserves more attention from faculty members than it has been receiving.

The notion that research enhances teaching, a staple argument of those who defend the *status quo*, is not a compelling justification for the unprofitable marriage that now exists. While the exposure to new knowledge and the thoughtful reflection that accompany research can do much to enliven a teacher, the fact remains that the skills and abilities essential to prolific publication have little to do with good teaching. Good teachers can retain their intellectual vitality without publishing (or at least without publishing much), but professional success as a scholar/researcher depends on substantial publication.

Further, research-based reputations most often are built by intensive work in a very narrow specialty. However, the needs of undergraduates are for introductory-level work, broad exposure to several disciplines, and integrated knowledge. Few undergraduates are ever going to have any extended use for the cutting-edge knowledge of narrow research fields. Their need is principally for more basic knowledge that will be useful in a variety of fields and contexts. This is not the kind of knowledge contained in the average research-journal article, which is why a life spent writing such articles is not a particularly good foundation for excellent teaching.

None of this is to say that research is not valuable. But the inescapable incompatibility of the demands of research and teaching, tacitly conceded in the emerging practices and proposals that I mentioned above, suggests that the overall mission of the university might ultimately be better served by the open and conspicuous separation of the two.

Taken to its logical conclusion—to almost the exact place where science and the humanities now stand with respect to one another—the division of the university into separate research and teaching sectors will mean separate administrations, budgets, and faculties. These

might be established within each school or department. Another possibility would be a literal division of the university as a whole into an undergraduate college loosely associated with a collection of research institutes. The members of those institutes might continue to provide instructional services to the colleges in the form of lecture programs, but they would have no responsibility for testing or grading students' work.

Although the idea doubtless will disturb many faculty members and administrators, such a division should not be unwelcome. Most significantly, it would bring into the open the competition for institutional resources and support that always has existed between teaching and research, despite official rhetoric to the contrary. Each of these activities would have to justify itself independently of the other.

Research that produces nothing of evident value would no longer be able to get a free ride on the public's need to finance undergraduate education. Research would have to prove its worth apart from any contribution that it purportedly makes to

teaching; or it could be paid for out of teaching budgets only to the extent that it contributes to specific educational goals that have been independently determined. This might include research focused on new teaching strategies or the development of instructional technology.

AT THE SAME TIME, the separation of teaching and research would free curricula from the bondage to research interests that is most clearly evident in specialized and esoteric course titles like "The Seduced Maiden Motif in German Literature" (a recent course, German 454). Go to the course catalogue of any department in any major university and try to divine what it is that faculty members think their students should know. The unmistakable message of the mélange of course topics is that the faculty thinks students should master whatever it is the faculty finds interesting enough to study. This is hardly the best approach to determining the content of undergraduate education.

Freed from dependence on the research interests of faculty members, curricula could be developed and arranged principally with the needs of students in mind. This change would place great and much-needed pressure on teaching faculties to formulate a coherent and independent vision of what it is the well-educated undergraduate ought to know and—more important—ought to know how to do.

A genuinely independent reassessment of the undergraduate curriculum is desperately needed now at many institutions. But this can be accomplished only if teaching resources are not tied to a pre-existing research agenda determined by considerations, such as the availability of grant money, that are extraneous to students' needs.

The thought of such a transformation of the university is sure to be unsettling. But the actual transformation, if present trends are indicative, will be much less painful than contemplating it in advance. Indeed, it is more likely to occur and more certain to be enduring precisely because it will not issue from a rationalist blueprint, but will instead emerge slowly and unnoticed in a thousand small accommodations to changing needs and circumstances. As it has already begun to do, the change will overtake most of us before we are even aware of it. But we can make the most of the future by attending carefully to the changes now under way and recognizing what they mean for the university as a living, evolving institution.

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